DOCUMENT RESUME

ED 371 654 HE 027 495

AUTHOR	Bauer, Gabriele, Ed.; Tanner, Mark, Ed.
TITLE	Current Approaches to International TA Preparation in Higher Education: A Collection of Program Descriptions.
INSTITUTION	Washington Univ., Seattle. Center for Instructional Development and Research.
PUB DATE	94
NOTE	180p.
AVAILABLE FROM	Center for Instructional Development and Research, International Teaching Assistant Program, 124 Parrington Hall, DC-07, University of Washington, Seattle, WA 98195 ($12.50).
PUB TYPE	Reference Materials - Directories/Catalogs (132) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	English (Second Language); *Foreign Students; Higher Education; Language Proficiency; Language Tests; Program Content; *Program Descriptions; Program Evaluation; *Staff Orientation; *Standards; Student Characteristics; *Teaching Assistants; *Universities

ABSTRACT

This publication presents an overview of international teaching assistant (TA) training programs at universities in the United States, along with analyses of major themes that emerge from these program descriptions. Section 1, the bulk of the document, consists of one- to two-page descriptions of programs for international TAs that are in place at 48 universities across the United States. Each description contains information pertaining to program history, goals, structure, administration, staff, funding, language proficiency requirements, and characteristics of program participants. Section 2 presents a comparison of oral English language proficiency requirements at the universities, including an analysis of the tests used to determine such proficiency. Section 3 compares the preparation of internal TAs for their TA roles and responsibilities at the various institutions. Section 4 compares the administration, funding, and staffing of international TA programs. Section 5 addresses current issues in international TA preparation by providing a bibliography of 93 publications, dissertations, and conference presentations on the subject. Three appendixes index the TA program descriptions by university, contact person, and state. (MDM)

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Current Approaches to International TA Preparation in Higher Education:

A Collection of Program Descriptions

Edited By
Gabriele Bauer and Mark Tanner

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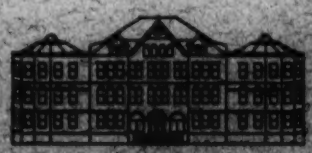

Center for Instructional Development and Research
International TA Program
University of Washington

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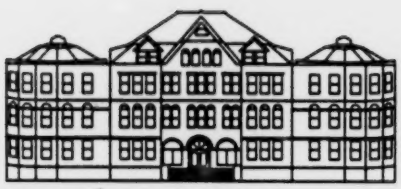

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Cover Design By
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Printed in the United States of America

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PREFACE

Goals

This publication is inspired by the increasing number of universities that are involved in preparing international teaching assistants (ITAs) for classroom teaching responsibilities. In the past several years we have witnessed a focus on ITA training and development in a number of academic contexts: four national TA training conferences, day-long ITA pre-conference institutes at the TESOL conferences, programs at the TESOL and NAFSA conferences, dissertations, ITA texts, and publications written about ITA preparation. With this publication we want to facilitate discussion about program structure, curricula, language testing and research among professionals working with international TAs by presenting program information in a single publication. We hope to highlight both the professional expertise of ITA specialists and ITA program features and, at the same time, draw on this rich resource for further enhancement of programs. A related objective is to provide inspiration and guidance through sample program descriptions for those new to ITA training and development.

In short, this collection of programs has been designed for several purposes: (1) to extend Nina Turitz's 1984 survey of 15 ITA preparation programs; (2) to provide a formalized description of the variety of program formats that exist; (3) to identify individuals with similar ITA program responsibilities and help them continue to share ideas, innovative approaches and expertise; and (4) to support institutional efforts that assist international TAs in their teaching of undergraduate students and in their own professional development as tomorrow's faculty.

Although this publication does not contain a comprehensive listing of all existing ITA programs, we believe it does offer a representative collection of the varieties in program designs. Program descriptions from 48 universities in the United States are included; in addition, an overview of major themes that emerge from these descriptions is provided. These major themes are oral English language proficiency assessment and enhancement, acculturation, teaching effectiveness, administration, funding, and staffing.

Audience

This publication is intended for anyone interested in preparing international graduate students to teach at U.S. institutions. It is specifically designed to provide ESL professionals, ITA specialists, ITA materials writers, ITA program designers, and ITA program administrators with a resource for program development. The material is also intended for department heads, deans, academic vice presidents, and provosts to enhance their understanding of the complex needs of the international TA population and the resulting implications for responding to these needs.

Overview of the Contents

This collection of programs addresses questions such as: What kinds of ITA programs are in place at institutions of higher education? What are the goals of these ITA programs? Where are programs located within the university structure? How are the programs funded? How do institutions assess international TAs' English language proficiency? How are the programs structured? What kinds of services are offered to assist international TAs in their instructional roles? What relationships exist between institutional ITA programs and university-wide and/or department-specific TA training approaches?

The publication is organized into three parts. The first and major part offers descriptions of programs for international TAs. The second part highlights two facets of the enclosed program descriptions: (1) language proficiency assessment; and (2) preparation for TA roles and responsibilities. The third part focuses on administrative issues such as housing, funding, and staffing of the programs. A resource section at the end contains publications, dissertations, and conference papers on ITA issues. In addition, directories organized by university, program staff and state provide essential information for further contacts.

Acknowledgments

We would like to thank all those individuals who strongly believed in this project and contributed to it in numerous ways. Their constant support and encouragement helped us move forward with the project and complete it. First and foremost we want to thank our colleagues who contributed

descriptions of their institutional training programs and thus guaranteed the success and helpfulness of this collection of programs. Special thanks go to the directors and the staff members of the Center for Instructional Development and Research (CIDR) at the University of Washington. We are grateful to the directors for sponsoring our publication and providing thoughtful counsel. We thank administrators in the Graduate School and the Provost's Office for providing the continued funding and resources necessary to support a quality training program.

Many thanks are due to Renee Barton, ITA Program secretary, who not only guaranteed smooth communication between us and our colleagues but also tirelessly typed and refined the final manuscript. Carl Grove, language tutor at the ITA Program, offered keen insights and a much needed sense of humor. Nils Rauhut, staff consultant at CIDR, searched relentlessly for the most current resources on ITA preparation and development. Kent Williams, technical assistant at CIDR, enriched the publication with his talent for creative design. Finally, we wish to acknowledge the international TAs with whom we have had the privilege of working. We are grateful for the lessons that their personal experience have taught us. While many have contributed their talents to complete this volume, any imperfections remain our own contribution.

Final Thoughts

We have enjoyed reading the program descriptions and hope they offer a framework for reflecting on issues involved in the preparation of international TAs for their teaching roles. We view this collection as a valuable resource and catalyst for designing and revising programs that meet the needs of academic departments, international TAs and undergraduate students. In addition, we hope this collection of ITA program descriptions facilitates an ongoing dialogue among administrators, faculty, professional staff and graduate students who work with international TAs. The publication has already drawn telephone calls and electronic mail from those interested in conversing with fellow ITA specialists. All of these contacts will support ITA preparation efforts in both well-established and newly-implemented programs.

Gabriele Bauer and Mark Tanner
May, 1994

Section 1

COLLECTION OF ITA PROGRAM DESCRIPTIONS

This section offers descriptions of preparation programs for international TAs that are in place at 48 universities across the United States. To help collect the same sorts of program information, the contributors were asked to highlight the following areas:

- Program history
  When was the program initiated?
- State and/or institutional mandate regarding the testing and/or preparation of international TAs
- Program goal(s)
- Program administration and funding
  Where is the program located within the university structure? How is the program funded?
- Language proficiency requirements
  How does the institution assess international TA candidates' oral English language proficiency?
  How do the international TAs' English language proficiency scores influence their placement within the program?
- Characteristics of program participants
  How many international TAs does the program serve each year?
- Program structure
  What services does the program offer to prepare international TAs for their instructional roles and responsibilities?
- Program staff
  Who provides services to international TAs? What type of appointments does the staff hold?
- Program contact
  Who serves as a primary resource for professionals at other institutions?

The program descriptions have been edited according to the areas listed above largely to standardize the text so that the readers can access the information easily.

List of Abbreviations Used in the Text

ESL	English as a Second Language
ESOL	English to Speakers of Other Languages
ETS	Educational Testing Service
FIPSE	Fund for the Improvement of Postsecondary Education
GLA	Graduate Laboratory Assistant
GPTI	Graduate Part-Time Instructor
GTA	Graduate Teaching Assistant
IAI	International Assistant Instructor
(I)GSI	(International) Graduate Student Instructor
ITA	International Teaching Assistant
NAFSA	National Association of Foreign Student Affairs
TA	Teaching Assistant
TEFL	Teachers of English as a Foreign Language
TESOL	Teachers of English to Speakers of Other Languages
TF	Teaching Fellow

Description of Terms Used in the Text

Teaching Assistants - Graduate students at U.S. universities who are employed part-time by departments to teach predominantly undergraduate-level courses. Their instructional responsibilities vary in type: teaching assistants work as autonomous instructors, discussion session leaders, laboratory session leaders, tutors, test graders, and course assistants to faculty.

International Teaching Assistants - Institutions use this term in various ways. The descriptions range from international graduate students for whom English is a second language to graduate students with non-immigrant visa status, regardless of their first language.

Arizona State University
The International Teaching Assistant Program
The American Language and Culture Program
College of Extended Education

The International Teaching Assistant (ITA) Training Program was begun in 1981 as a joint effort of the University Program for Faculty Development, the ASU Department of Communication, and the American Language and Culture Program. The program was developed in response to public student dissatisfaction with the language and classroom abilities of international teaching assistants.

Language Proficiency Requirements

The Arizona State University ITA Program is a state-mandated program for students who score above 190 but below 230 on the TSE or SPEAK test.

Program Structure

The ITA Training Seminar is a non-credit, five-hour, weekly seminar open to any graduate student who scored above 190 on the SPEAK test and is recommended by his/her department. The seminar lasts one semester and addresses issues of English language improvement, cultural issues and instructional methodology. Total enrollment for each ITA seminar is restricted to 15 potential ITAs in order to provide individual attention, counseling, and guidance. There are two ITA seminars given each semester; total ITA seminar enrollment for the academic year is 60.

During the course of the semester, each prospective ITA is required to prepare four microteaching presentations which are videotaped and evaluated by the ITA, seminar peers and the instructor. Comments and critiques are made regularly to each ITA on ways to improve teaching skills and individual language problems. At the end of the semester, a final video-taped presentation is used as an evaluation instrument by a panel of language and pedagogical experts and representatives from each ITA's department.

Full certification by the panel is equivalent to a score of 230 on the TSE/SPEAK test which permits full teaching assistantship responsibilities. A panel evaluation rating of Certification with Qualifications is equivalent of a score of 210 which allows an ITA to teach in a lab or tutorial environment. Those ITAs who do not receive the above ratings are not certified and have several options in order to be certified at a later date. These options include revideotaping at the end of the following semester, retesting on the SPEAK test or enrollment in one of the eight-week intensive classes at the American Language and Culture Program.

Funding for the ITA Program is provided by the university. The ITA Program is under the American Language and Culture Program which is in the College of Extended Education. The ITA Program consists of a half-time coordinator and two faculty positions. Faculty share teaching responsibilities between the ITA Program and the American Language and Culture Program.

Contact for International Teaching Assistant Program:

Steven J. Fountaine, Coordinator
The International Teaching Assistant Program
The American Language and Culture Program
College of Extended Education
Arizona State University
Tempe, AZ 85287-3106
Phone: (602) 965-2376
FAX: (602) 965-8529
E-Mail: agsjf@asavm.inre.asu.edu

Bowling Green State University
Oral Proficiency Program

Bowling Green State University has been involved in the testing and teaching of international students since 1965. There have been no courses exclusively for international teaching assistants (ITAs), but the general needs of ITAs are met through services which are offered to all English as a second language (ESL) students. There are sections within the Graduate Student Professional Development Program that could meet their needs regarding orientation, technology, teaching skills, etc. and the ESL Program in the English Department offers classes to help with English comprehension, grammar, writing, reading, and listening skills, etc. for all international students.

Language Proficiency Requirements

The Oral Proficiency Program (CDIS 600), which deals strictly with improving the speech of ITAs, was established in the fall of 1986, as a direct result of a change by the Legislature in the Ohio Revised Code requiring universities and colleges in the state "to ensure that instruction by teaching assistants is provided only by persons who have demonstrated oral proficiency in use of the English language." The Program is housed in the Department of Communication Disorders (CDIS) and is administered by a senior faculty member of the department. It is in operation only during the nine-month academic year. The fees for the students who are required to enroll are paid by the Graduate College, as is half of the salary of the CDIS faculty administrator.

Initially, all entering international students are screened by the English Department. As part of that screening ITAs are given a separate oral evaluation through the use of a screening version of "Proficiency in Oral English Communication," by Lorna D. Sikorski. Results of that test, plus impressions by the senior screeners in ESL plus input from the CDIS faculty member, determine whether or not the ITA will be placed in CDIS 600.

Program Structure

Throughout the seven years of its existence, this program has served between 21 and 34 students each year, from over 26 departments on campus and from 23 different countries. As the program has developed and been modified, we have served varying numbers of students each year. The number who can receive service is determined primarily by time limitations and the availability of personnel to work in the program.

Currently, the program is implemented by either graduate or undergraduate CDIS majors who are closely supervised by the responsible faculty member. These CDIS students provide either individual sessions lasting for one hour two times weekly, or a one and one-half hour group session once a week. If an ITA is assigned to a group session, s/he also meets for one half hour each week for conversational practice with a U.S. graduate assistant from the CDIS Department who has been assigned to this program.

The goal of the Oral Proficiency Program is to have the ITAs be proficient in their spoken English by the time they are dismissed from the program. They must be intelligible to the staff who rates them at the end of the semester. This "staff" consists of the faculty administrator and the CDIS graduate assistants who have been involved in the program all semester. They judge intelligibility using an instrument developed by Perlmutter for this specific purpose. This scale evaluates 16 items which are rated on a 1-5 basis. The total score must be at least 80 percent of what is possible in order to successfully complete this course. If the criterion is not met, the ITA returns for another semester, for as long as is necessary.

Contact for Oral Proficiency Program:

Marilyn Perlmutter, Director
Oral Proficiency Program
Department of Communication Disorders
Bowling Green State University
Bowling Green, OH 43403
Phone: (419) 372-7187
E-mail: MPERLMU@opie.bgsu.edu

Contact for English as a Second Language Program:

Shirley Ostler
English Department
Bowling Green State University
Bowling Green, OH 43403
Phone: (419) 372-8145

Carnegie Mellon University
International Teaching Assistant Training Program
The English as a Second Language Center

The International Teaching Assistant Training Program at Carnegie Mellon is run by the English as a Second Language (ESL) Center. The program began in 1986 as a result of both increasing numbers of international teaching assistants (ITAs) and increasing problems in the campus community (e.g., complaints from undergraduates). The goals of the program are: (1) to test non-native-English-speaking TAs for language and cultural proficiency and (2) to give remedial help to those who are weak in either area.

The ESL Center teaching staff consists of one full-time director, three part-time instructors, and approximately 10 undergraduate/graduate tutors. We are a student service department under the authority of the Associate Provost for Academic Projects, and are funded by the central university administration on a 12 month basis. We also work closely with the University Teaching Center to coordinate ITA training with TA training for native speakers. Graduate students at Carnegie Mellon can work as TAs at any time during their studies, but few departments assign TA positions to first-year TAs. Consequently, we run our ITA Training Program during the academic year rather than during the incoming orientation.

Language Proficiency Requirements

Since 1987, university policy has required that all non-native-English-speaking TAs pass a language test before being allowed to work as TAs (note that native language and not citizenship is the determining factor). In 1991, a Pennsylvania law, English Fluency in Higher Education, went into effect requiring all nonnative speakers (faculty and TAs) in Pennsylvania to pass a fluency test before teaching undergraduates. The university faces a $10,000 fine for each uncertified teacher. Carnegie Mellon policy takes the law a step further and requires that all TAs pass a language test before being allowed to teach graduates as well as undergraduates. In addition, we require that lab TAs have as much English proficiency as do TAs who lecture.

Our TA test consists of a teaching simulation in front of a panel of four to five trained raters, one or two of which are undergraduates who are familiar with the candidates' subject material and can ask authentic questions. The panel rates each candidate on comprehensibility (pronunciation, fluency and grammar), the ability to explain a concept in English, listening comprehension and question handling, and familiarity with U.S. pedagogical style. The final decision, however, is based only on language skills (native speaking TAs are not tested on their language). However, we use the feedback on teaching and cultural skills to help the ITAs improve their classroom performance. Each student who takes the TA test is required to return for an individual feedback appointment. We use this feedback time to suggest further ESL training which best fits the needs of each ITA.

Regarding the placement of ITAs, those ITAs who satisfy state certification requirements are either skilled enough in English to become TAs with no further ESL work or they are skilled enough in English to become TAs, but they must continue to get language help at the ESL Center. Those ITAs who do not satisfy state certification requirements and cannot teach undergraduates fall into one of the following three categories: (1) skilled enough in English to become TAs of graduate classes only (these individuals must continue to get language help at the ESL Center); (2) not skilled enough to become TAs with teaching responsibilities, but they can work as graders (these individuals must continue with ESL work); or (3) not skilled enough in English to be either teaching or grading (these individuals need to work very seriously on their language skills).

Carnegie Mellon University

Program Structure

Those ITAs who are required to participate in further ESL work have several options:

ITA Skills Workshop. This workshop meets each semester, three hours weekly for eight weeks. Many prospective ITAs voluntarily take this workshop in hopes of passing the TA Screening Test, or simply to do a better job in the classroom. ITAs who have not passed the TA test are required by their departments to attend the class.

The focus of this workshop is on both the language and cultural skills needed to teach effectively in the U.S. classroom. ITAs work on their language skills as well as on specific discourse/teaching strategies that can compensate for language difficulties. Some of these strategies include developing redundancy and rewording, linking language and discourse markers, using examples and applications to explain theoretical concepts and clarifying students questions. We also look at the U.S. educational system and the expectations of students at U.S. institutions.

Each ITA is videotaped twice, once at the beginning and again at the end of the workshop. The first videotaping allows ITAs to become aware of their individual problem areas. The second videotaping allows ITAs to see the improvement they have made during the course of the workshop. ITAs who need additional help with pronunciation, listening comprehension or fluency in their fields are also encouraged to attend individual tutoring sessions.

Individual Tutoring. The ESL Center offers a tutoring program staffed by competitively chosen undergraduates who are pursuing a wide variety of academic majors. They participate in 20 hours of training and receive constant supervision from the ESL Center. Due to the tutors' expertise in a variety of fields, matching ITAs with tutors in the same or a related field is possible. Thus the overall effectiveness and usefulness of the tutoring sessions are increased. Tutoring sessions can function as simulated classes with the ITA presenting a mini-lesson and the tutor acting as the student. The tutor can also present models of clear explanations in a particular field. In addition, because this university is highly technical, we have developed materials specific for Math, Computer Engineering, Robotics, etc. for use in tutoring.

ESL Workshops. Each semester we offer two or three different workshops which focus on helping ITAs enhance their pronunciation, grammar monitoring, presentation and reading skills. These workshops often combine individual appointments and class sessions. This individualized approach is extremely successful in helping advanced international students make progress.

The ESL Center administers the ITA Screening Test three times each year (August, November and April) and test approximately 40 candidates each time. Non-credit ESL workshop enrollment runs generally between 10-18 ITAs per session (two to three workshops each semester) and between 70 and 85 ITAs typically use our tutoring services each semester.

Contact for International Teaching Assistant Training Program:

Peggy Heidish, Director
The English as a Second Language (ESL) Center
Carnegie Mellon University
Pittsburgh, PA 15213
Phone: (412) 268-4979
E-mail: ph1r@andrew.cmu.edu

Columbia University
International Teaching Assistant Program
American Language Program

The International Teaching Assistant (ITA) Program at Columbia University was established in 1985 to help international teaching assistants prepare for their teaching roles at Columbia University. The ITA Program was first initiated by a request from the Mathematics Department: professors and administrators expressed a need for support in the language training of their ITAs and asked the American Language Program (ALP), the ESL division of the university, to create a special class. Information was gathered from other universities that were beginning to set up ITA Programs across the U.S., and a course focusing on (1) listening and speaking skills, (2) pedagogy, and (3) culture was established.

In the following year, the Graduate School of Arts and Sciences at Columbia created a comprehensive policy to require all international graduate students who do not have sufficient language proficiency to enroll in the ALP's ITA course. Since 1986, the following departments have participated in the ITA Program: Astronomy, Biology, Chemistry, Economics, Geology, Mathematics, Physics, Psychology, and Statistics.

The goal of the ITA Program is to help ITAs develop into comprehensible instructors with a repertoire of teaching skills and strategies that may compensate for their language deficiencies. Each course that the American Language Program offers to ITAs is funded by The Graduate School.

Language Proficiency Requirements

The Graduate School of Arts and Sciences requires all international graduate students in the above nine departments to take two tests upon their arrival in the fall semester: The English Placement Test (EPT), administered to all new ESL students by the ALP, and the SPEAK test, used specifically for ITAs at the ALP. Students must receive at least a level 7 (of the ALP's 10-level Program) on the EPT and at least a score of 2+ on a modified SPEAK test in order to be exempted from the ITA Program requirement. All students who receive less than those scores must take the ITA course, whether they are teaching in their first semester or will teach in future semesters. (Some departments use ITAs to teach undergraduate labs before they have passed the SPEAK test or have been exempted from the ITA requirement.) Approximately 80 international graduate students are tested at the beginning of each academic year. Of that number, approximately 35 students enroll in the ITA Program.

Program Structure

In the fall semester, the American Language Program generally offers three courses to ITAs. The instructors are ESL teachers from the ALP Program. The classes are composed of anywhere between 8-15 students from mixed disciplines. Classes meet twice a week for two hours. At the end of the semester, students must pass a microteaching test to be exempted from the course. The students' performance on the microteaching test is evaluated by 2-3 ESL instructors. The course is intended to be a one-year course, though a few students may be exempted after just one semester. Students who complete one year of the ITA Program but still have language problems are generally required to take either a Pronunciation Workshop or Fluency Workshop in their second year.

In each semester of the program, potential ITAs study pronunciation, pedagogy and culture with materials that have been developed by instructors at the American Language Program. In the fall semester, particular attention is paid to lectures and formal presentation skills; in the spring semester, the course focuses on conducting seminars and skills for leading discussions.

Columbia University

Contact for International Teaching Assistant Program:

Carol Numrich (or Tess Ferree), Coordinator
International Teaching Assistant Program
American Language Program
505 Lewisohn Hall
Columbia University
New York, NY 10027
Phone: (212) 854-6315

Cornell University
International Teaching Assistant Training Program
Office of Instructional Support

The International Teaching Assistant Training Program (ITATP) at Cornell University was first established in 1980. Originally a two-week January orientation program, in the fall of 1987 it was expanded to a semester-long program, and the policy to screen all first-time ITAs for proficiency in oral English was adopted. The program is designed to help ITAs improve their oral English in field specific contexts and to offer ITAs practice in instructional skills as they gain sensitivity to the dynamics of U.S. classrooms. The purpose of the policy and training program is to improve the quality of undergraduate education and to contribute to the success of the ITA graduate experience by helping ITAs prepare for their roles both as TAs and graduate students.

The ITATP is now funded on a twelve-month basis through the Provost's Office and is administered through the Office of Instructional Support (OIS). The university seeks to secure stable funding sources for the ITATP and OIS. The January orientation program was funded initially by a grant from the Exxon Corporation, and later by the College of Arts and Sciences. The 1987 screening and semester-long program was made possible by a grant from the President's Fund for Educational Initiatives. After the President's grant was spent, the College of Arts and Sciences funded the program with assistance from the Vice President for Academic Affairs and the Provost's Office. While originally based in the Department of Modern Languages and Linguistics, in 1991, the ITATP joined the Office of Instructional Support, which provides university-wide training services to TAs and faculty.

Language Proficiency Requirements

While New York has no state mandate regarding the testing and preparation of ITAs, at Cornell University the following policy has been adopted by the Colleges of Arts and Sciences, Agriculture and Life Sciences, Engineering, and Human Ecology: "All first-time international TAs from non-English-speaking countries will be screened for competence in oral English and allowed to teach only if they are judged competent or are trained."

The interview for assessing oral competence is carried out by ITATP staff along with a member of the faculty from the ITA's department, and consists of two parts: an informal interview and a videotaped microteaching presentation. The screening results in one of three recommendations: (1) no further training is necessary, and enrollment in the ITATP is optional; (2) the TAship is contingent upon participation in the ITATP to improve oral skills and pedagogical effectiveness; (3) language skills are so deficient that the TA cannot be placed in a classroom until after s/he has taken a course in English as a Second Language (ESL). Departmental representation at the oral interviews allows ITATP staff to obtain information regarding the specific nature of the TA assignment and responsibilities, and to advise departments about the ITATP and available ESL courses offered through the English for Academic Purposes Program in the Department of Modern Languages and Linguistics.

In 1992, the Department of Material Science and Engineering required all their first-time ITAs to participate in the ITATP, and departments may choose to require the program for a specific ITA in lieu of an interview. At the end of the term, evaluations of program performance and teaching recommendations are sent to academic departments for each trainee. In some cases, instructors recommend further training in oral English.

Program Structure

Implementation of University Policy. First-time ITAs are screened for their oral English language proficiency prior to the program.

Fall and Spring Term ITA Training Program. A semester-long training program is offered to those ITAs who are required to enroll in the program as a result of the screening interview. Some ITAs participate in the program voluntarily. The program includes instruction in the following areas: *cross-cultural*

classroom dynamics, *pronunciation*, and *video-practicum*. Trainees receive three hours weekly instruction: a two and half hour seminar and one half-hour video-tutorial.

Cross-cultural Classroom Dynamics: This section emphasizes U.S. classroom dynamics, covering such issues as student/professor relations, academic integrity, and competitiveness vs. cooperation. Also stressed in this course is the use of effective rhetorical strategies such as cohesion, paraphrase, analogy, and example. Trainees view model videotapes of both U.S. TAs and ITAs, and a panel of U.S. undergraduates discusses the primary features of effective teaching according to their experience. This section also covers specific teaching skills, including how to give directions, lead question/answer sessions, and monitor discussions.

Pronunciation: The goals of this course are (1) to identify problem areas in the ITA's spoken English which could hinder effective classroom interactions; (2) to make the ITA conscious of his/her own language difficulties; (3) to provide the ITA with strategies for correcting these difficulties; and (4) to familiarize the ITA with major rules governing English stress, rhythm and intonation patterns. These skills are addressed both in class and in tutorials.

Video-Practicum: The practicum hour gives ITAs an opportunity to practice and demonstrate skills acquired in the other two components of the program. Class activities consist primarily of expository presentations by the ITAs. The topics of these presentations are usually limited to the ITAs' field of study. ITAs also receive practice in leading discussions and question/answer sessions. In addition, in-class observations are made of ITAs holding TA appointments. All ITA presentations are videotaped for review during individual consultations with the instructor.

Instructional Consultation. Videotaped in-class observations, individual consultations and follow-up to the program are provided for ITAs and international faculty upon request.

Workshops and Seminars. Workshops related to issues of ITA training and cross-cultural communication are offered for university-wide and departmental TA training programs upon request.

The ITATP provides services to an average of 120 ITAs per year from some 40 academic departments. Of the 120 ITAs served in 1992-93, 59 participated in the semester-long program, 25 attended optional workshops, and the rest were screened but were not required to participate in the training program. These ITAs work with undergraduates and graduate students in various instructional settings, ranging from grading, holding office hours, leading review sessions, laboratory sections, discussion sections, to having full instructional responsibility for a course. The semester-long program is offered both as pre-training and concurrently with the TA assignment.

ITATP staff includes a full-time program director/instructor, a full-time instructor, and a two-thirds time fall term instructor. Program staff hold joint appointments in the Office of Instructional Support and the Department of Modern Languages and Linguistics.

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Drexel University
Programs for International Teaching Assistants
English Language Center

Since 1980, programs for international teaching assistants (ITAs) have been offered at Drexel consisting of two major components: the intensive summer program and the academic year program. The intensive summer program is funded through the Provost's Office and administered through the Office of the Vice-Provost for Research and Graduate Studies and the English Language Center (the Coordinator's appointment is as Associate Director of the English Language Center). The academic year program is funded through the College of Arts and Sciences and administered through the English Language Center.

Language Proficiency Requirements

In 1991 the State of Pennsylvania passed the English Fluency in Higher Education Act, which requires institutions of higher education to "evaluate their faculties for fluency in the English language...using varied and appropriate criteria, such as personal interviews, peer, alumni and student observations and evaluations, publications, professional presentations, tests or any other appropriate criteria which effectively evaluates such fluency." At Drexel, year-round language proficiency screening is offered primarily through the SPEAK test and secondarily through the ACTFL oral proficiency interview. SPEAK score requirements are 200 for lab and 230 for recitation (i.e., quiz section) assignments; these requirements will be raised to 220 for lab and 250 for recitation assignments by fall, 1994. ACTFL OPI requirements are Intermediate High for lab and Advanced for recitation assignments. These tests are offered free of charge to graduate students applying for teaching assistantships and are administered through the English Language Center.

For those ITAs who participate in the intensive summer program, the primary evaluation is done by the instructor over the course of the program and in a final teaching presentation. Starting in the 1994-95 academic year, we are proposing performance test standards for year-round screening for ITAs with classroom, recitation, and lab assignments.

Program Structure

Intensive Summer Program. The intensive summer program (the Teacher Preparation Program for Non-native-English-speaking Teaching Assistants) is a five-week program before the fall term which covers language, pedagogy, and the culture of the U.S. classroom. Classes are held from 9 to 12 noon, Monday through Friday, with small group tutorials two afternoons a week. All new ITAs regardless of language proficiency are required to attend. Exemptions are made only to those with sufficient language proficiency who also have attended a university in the U.S. as an undergraduate student. Average program size is 25-35 students. The program includes free tuition to participants, free housing in the dormitories for the program duration, books, and a living stipend of $500 for full attendance for five weeks.

The program is streamed into two sections determined by initial assessment of proficiency level. The instructors for the two streams are a senior lecturer on full-time contract, and an adjunct assistant professor visiting from another university. The course draws from a wide variety of teaching resources, including movies, drama, classroom observations, undergraduate student "informants" on university life in the U.S., and videotaped practice teaching/tutoring sessions. Afternoon activities include a small group tutorial with a pronunciation tutor, and a weekly appointment with the course instructor. Those ITAs who have received offers too late to participate in the program or those appointed during the academic year are encouraged to attend the academic year Classroom Communication Skills Program.

Drexel University

Academic Year Program. The academic year program consists of *courses in oral communication* and an *individualized program* termed *Classroom Communication Skills*. The oral communication skills course (Humanities 006) is offered in each term throughout the academic year. The course is four hours per week plus pronunciation tutorials; it is listed for zero credits, so is free of charge to the students, though they must register and receive a grade. The average class size is 15 students a term. A shortened version (six weeks long) of this course runs in the beginning of summer term prior to the start of the intensive summer Teacher Preparation Program for ITAs. This six-week class is designed as a supplement to the regular course offerings, and focuses on oral communication and test-taking skills for the SPEAK test.

The *Classroom Communication Skills Program* includes weekly meetings with ITAs who have teaching responsibilities. In these meetings the ITAs discuss classroom issues that have arisen for them in their teaching assignments. Also, they participate in an individual classroom observation and feedback session by the instructor.

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Florida State University
Program for Instructional Excellence

Established in 1990, The Program for Instructional Excellence (PIE) strives to fulfill its mission to improve the quality of the instruction and enhance instructor performance at Florida State University (FSU) by offering an expanding array of services to faculty and teaching assistants (TAs). Specific services provided for international graduate assistants (ITAs) consist of a day-long orientation each fall, participation in a mentoring program as well as individual instructional assistance throughout the academic year.

The day-long orientation presents sessions on improving spoken English, a panel of international faculty discussing the role of a U.S. professor, adjustment to cultural differences and the image of U.S. higher education. Teaching assistants respond to questions international graduate assistants may have about being a graduate student and TA at a university. Sponsored by PIE, the International Student Center and the Center for Intensive English participate in the orientation.

International graduate students are encouraged to participate in a mentoring program which is a component of the Teaching Associate Program. Teaching Associates are senior teaching assistants nominated by their departments, then selected and trained by PIE to conduct departmental TA training activities, present in university-wide programs, and mentor new and inexperienced graduate assistants.

Language Proficiency Requirements

Since 1983, the laws governing education in Florida require "all faculty members.....be proficient in the oral use of English." The means by which proficiency is to be determined is specified in the law: "A satisfactory grade on the 'Test of Spoken English (TSE)'." Proficiency may also be measured by a "similar test" approved by the Board of Regents.

From the beginning, the Board of Regents' ruling indicated that the phrase "all faculty members" applies to teaching assistants, as well as full-time faculty members. Research assistants, and others who do not deal directly with students, are excluded from the language requirements.

Every semester each department in the university must submit a memo to the Dean of its school or college stating the status of ITAs under its supervision. That is, ITAs must be identified as being "certified" or "not yet certified" in spoken English. Each dean, in turn, reports to the Dean of the Faculties. The President of the university, finally, is responsible for verifying to the Board of Regents that the Florida law is being carried out in the institution. Most departments require students to achieve a score of 220 on the TSE or its on-campus equivalent, the SPEAK test, in order to be certified.

Those ITAs who do not achieve a score of 220 may attend (and in some instances may be required to attend) Spoken English for International Teaching Assistants' classes offered for one to three credits. The two classes are Basic Spoken English and Advanced Spoken English.

Program Structure

PIE is funded on a twelve-month basis through Academic Affairs. The program staff consists of the director, a full-time administrative assistant, and two part time graduate assistants. PIE provides services to approximately 60 international graduate assistants per year in 12 departments at FSU. The goals of PIE are twofold: (1) to provide ITAs with classroom skills for effective teaching at a U.S. university; and (2) to provide ITAs with information about U.S. cultural traits as they pertain to cross-cultural communication in the classroom.

University-Wide Orientation. PIE organizes and conducts a two-day university-wide orientation for U.S. and international TAs. This orientation is held twice each year, during the week preceding fall and spring semesters.

Florida State University

Instructional Consultations. A consultant of PIE is available to discuss, on an individual basis, any aspect of faculty and TA teaching assignments. Videotaping services are also provided ranging from taping short prepared teaching segments (i.e., microteaching) to taping entire class sessions. PIE also provides a formative evaluation instrument (TABS) administered before mid-term.

Print Resources. PIE publishes Teaching at Florida State University, a resource book available to all instructors. A chapter of this resource book is devoted to issues and concerns of international graduate assistants.

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George Mason University
International Teaching Assistant Program
English Language Institute

Services for international teaching assistants (ITAs) were first offered in 1988 especially to help new ITAs meet the language and cultural demands of their positions. New ITAs are required to attend a half-day ITA orientation in the fall, along with a one-and-a-half day orientation to university teaching designed for TAs and new faculty. In addition, the oral proficiency of each new ITA is tested and one-on-one tutoring is provided for those who need additional work in improving pronunciation and presentation skills.

The program is funded by the Graduate School and administered through the English Language Institute. Approximately 20 ITAs are tested each year and approximately six receive tutoring. ITAs represent a variety of countries; the largest number come from the People's Republic of China. Upon referral from their department chairs, international faculty are also tested and tutored.

Language Proficiency Requirements

The SPEAK test is used to assess the oral proficiency of new ITAs, who must score at least 230 to be approved for positions which involve instructional contact with students. Those who score lower than 230 are required to take 10-20 hours of tutoring, generally consisting of 10 hours on presentation skills and 10 hours on pronunciation. As they work to improve their English language skills, ITAs may be employed as graders, but they must achieve the 230 score before being assigned to the classroom as lab assistants or lecturers.

Program Structure

Fall Orientation. The half-day ITA orientation focuses on cultural values in the United States as they are manifested in the U.S. system of higher education, with a special emphasis on teacher-student roles, behavior and expectations. Included is a panel of experienced ITAs who discuss the challenges they have faced at George Mason University. There is also a segment on dealing with communication problems in the classroom and compensating for pronunciation difficulties.

This orientation precedes the university orientation, which introduces new faculty and TAs to issues involved in teaching in higher education. Topics may include: "Teaching to Individual Learning Styles," "Effective Lecturing," "Building Good Instructor-Student Rapport," "Teaching in a Multicultural University," "Fostering Critical Thinking," and "Writing Across the Curriculum."

Tutoring. Tutoring for ITAs is provided by adjunct and full-time faculty members of the English Language Institute, all of whom have master's degrees in linguistics, TEFL, or a related field. Tutoring is individualized to meet the needs of the ITAs.

The *presentation skills component* emphasizes basic public speaking skills, including setting a good pace and volume, maintaining contact with the audience, using the chalkboard effectively and organizing material clearly. The ITA is videotaped giving short presentations on personal and academic topics; then the ITA and the tutor watch the video, discuss how the presentation could be improved, and set goals for the next presentation.

The *pronunciation skills component* makes the ITAs aware of particular areas of difficulty. ITAs practice discrete sounds as well as stress and intonation in short utterances and more extended discourse.

George Mason University

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Harvard University
Training for International Faculty and Teaching Fellows
Derek Bok Center for Teaching and Learning

In 1981, a special program for international teaching assistants (ITAs) was initiated by the Derek Bok Center for Teaching and Learning, in conjunction with Harvard's ESL Program. Between then and now, various program models have been implemented as needs and staffing have changed.

Language Proficiency Requirements

As there is no central institutional mandate for the training of ITAs, participation in ITA training or receiving individual coaching is voluntary on the part of departments, courses, or individuals. Individual departments set language proficiency standards; there are no formal spoken language requirements. Approximately 50 ITAs, primarily in math and science are served annually.

If a department or course requires training of all TAs, ITAs also receive this training. Individual ITAs may ask for extra training, or the Center may suggest to the course head that particular individuals could benefit from further assistance. The one exception is in the case of ITAs receiving particularly low student evaluations: the Dean requires these ITAs to seek extra help.

Program Structure

The Program components include: a four week summer school program; small group semester-long microteaching sessions (primarily scientists); individual coaching on language, pedagogy, and cultural issues; department-specific microteaching sessions, (supplemented by extra coaching in language and culture as needed); and special presentations and panels in Derek Bok Center teaching orientations at the beginning of each term. During these orientations all ITAs receive a copy of the Derek Bok Center publication Teaching American Students, and they are invited to view the Derek Bok Center's videotape Teaching in America.

Videotaped Teaching Practice. The ITAs observe and discuss videotaped examples of classroom teaching at Harvard. The ITAs participate in videotaped practice teaching sessions with peer trainees as students. The ITAs receive detailed feedback on the practice teaching from the point of view of: a) language- pronunciation, syntax, vocabulary choice, use of transitions, and other devices for clarity and coherence; b) culture- eye contact, student-teacher interaction styles, nonverbal communication; and c) pedagogy- sensitivity to student needs, flexible teaching strategies.

In addition, all Derek Bok Center services and training are open to ITAs. These include: fall and spring teaching orientation, department specific microteaching, individual consultations, planning teaching strategies for current classroom teaching, review of videotaped classes, review of student evaluations, seminar on leading case study discussions, and writing fellows program.

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Iowa State University
Teaching and Training of International Teaching Assistants

In June 1984, in response to a request from the Dean's Council, the English Proficiency Evaluation Committee (EPEC) of the Iowa State University Graduate College initiated a program for testing the oral proficiency of prospective teaching assistants who are not native speakers of English. Several courses are offered to those who do not pass the testing and need help with pronunciation and communication skills. Another course is designed to help all teaching assistants (TAs).

Language Proficiency Requirements

Two tests are currently used to assess the oral English language proficiency of non-native-English-speaking TAs:

(1) Since 1984 Iowa State has been using a modified version of the SPEAK test (the institutional version of the internationally administered Test of Spoken English, developed by the Educational Testing Service) as a screening device. It is administered six or more times each year. The modified version of the SPEAK test used at Iowa State takes the form of an interview in which the examinee is asked to converse informally with an interviewer, read a printed paragraph aloud, narrate a story using a series of pictures, answer some questions, and play the role of a TA making an announcement to a class.

(2) In summer 1985, the TEACH test was developed on campus to provide evidence of a prospective ITA's ability to communicate information to students in the field in which s/he expects to teach. ITAs make a five-minute, videotaped presentation and answer questions posed by a "class" of student questioners. Presentations are rated live by two or three members of a team of ESL, speech, and linguistics instructors and graduate students, who also rate the SPEAK interviews.

In addition to using the overall comprehensibility scores on the SPEAK test for certification of ITAs, TEACH test ratings are used for clearer evidence of ITAs' deficiencies and to tailor training courses to help them with pronunciation, U.S. classroom procedures, spoken academic English, listening and question handling, and teaching.

Approximately 60 percent of those prospective ITAs tested have passed these tests. Those who pass are encouraged to enroll in *University Studies/Curriculum 511*, a one-credit graduate course for all TAs. Those who do not pass are required to take *University Studies courses 170* and *180* (described below) and re-take the SPEAK or TEACH tests at the end of the semester. If they do not pass, they are re-assigned to do more course work.

Program Structure

Courses for ITAs are offered in two areas: English as a Second Language and the College of Education's Instructional Resources Center.

The Department of English offers a one-to three-credit ESL class to ITAs--*University Studies/English 180, Communication Skills for International TAs.* The course focuses on listening and speaking skills, pronunciation, teaching strategies, and cultural awareness of U.S. classroom behavior.

The Instructional Resources Center offers *University Studies/Curriculum 511, Teaching Assistants' Orientation Seminar* (TAOS), a one-credit graduate course (eight two-hour sessions per semester) for TAs, both native and nonnative. This course is recommended to all inexperienced TAs whether or not they pass the SPEAK or TEACH tests. Its purpose is to develop and improve teaching skills. In addition to two videotaped microteaching experiences, ITAs learn about media for teaching, testing, evaluation, and other practical techniques while serving as a TA for the first time. At the end of the course, the TAOS instructor visits the TA's classroom and provides the TA with feedback about the classroom visit.

Iowa State University

Information about Iowa State's program for testing and training ITAs has been presented at a number of national and regional meetings of NAFSA, TESOL, and Graduate Deans' organizations.

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Johns Hopkins University
English Language Program for International Teaching Assistants
Language Teaching Center

The English Language Program for International Teaching Assistants was established in 1989 to improve the quality of teaching by international teaching assistants (ITAs).

Language Proficiency Requirements

Although there is no university requirement for international teaching assistants to take the course Communication Strategies in the American Classroom, some departments do make it mandatory. In other departments the decision is left up to the individual students. The instructor publicizes the course by writing to every department head at the beginning of the semester, notifying students who have been identified, sending announcements to university publications that reach the international community, and making presentations at the orientations for internationals and for all new teaching assistants.

Since no other ESL classes are offered at the university, there is no standardized screening to determine student placement; instead the instructor tests the students to determine whether or not they will benefit from the course. Students are given a sample paragraph to read, they are videotaped doing a microteaching act, and they are asked to answer a series of videotaped questions typically asked by undergraduate students of their TAs. All testing is done by the instructor. At the end of each semester the instructor sends each department an evaluation of its students who have enrolled stating whether or not the students are ready to begin TA assignments. This recommendation is non-binding.

Program Structure

Course. Each semester two sections of the course Communication Strategies in the American Classroom are offered. The course is designed to help ITAs with the language and culture of the U.S. university classroom and to offer ways to help them improve their teaching. Although first priority is given to ITAs, other international graduate students, faculty, and visiting scholars are allowed to enroll on a space-available basis.

The classes originally came under the supervision of the Director of the Office of International Student and Faculty Services. Upon the opening of the Language Teaching Center in the School of Arts and Sciences in 1992, they have now become part of its offerings. Each year between 30 and 40 students, representing approximately 18 countries and coming from the graduate departments of the Schools of Arts and Sciences and of Engineering as well as occasionally from the Schools of Medicine and of Public Health and Hygiene, have attended the classes. The program staff is made up of one instructor, with the title of Part-time Lecturer, who reports to the Director of the Language Teaching Center.

English Conversation Table. An additional component of the program is the English Conversation Table. This activity, which was set up and is administered by the instructor, attempts to bring ITAs together with Americans once a week for lunch. Students are informed about the Table through the student newspaper, some of the university's language classes for undergraduates, and the ITA classes. A U.S. undergraduate, who is compensated for the one-hour weekly meeting, attends regularly along with the instructor.

Johns Hopkins University

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Michigan State University
International Teaching Assistant Program

Michigan State University (MSU) has 1,700 graduate teaching assistants (including 600 international teaching assistants) who provide approximately 25 percent of instruction for its 33,000 undergraduate students. Up through 1986, all orientation and training for TAs, both domestic and international, was conducted in the departments.

In 1986 the university initiated a campus program to serve the special needs of newly appointed international teaching assistants (ITAs). The ITA Program is a joint effort of the Provost's Office, Graduate School, and English Language Center. Its staff consists of a full time coordinator and four graduate assistants, all on 12-month appointments. The program serves approximately 100 new ITAs each year from more than 20 countries and 25 disciplines.

Language Proficiency Requirements

To evaluate ITA's spoken English, MSU has traditionally used a 30-minute "TA Interview" conducted by the English Language Center (ELC). The interview has five parts: an introduction, pronunciation of technical terms, explanation of an article, an office hours role play and a classroom announcement. The ITAs are rated for their pronunciation, grammar, ability to understand and answer questions, and ability to explain concepts clearly. ELC notifies the ITA's department whether s/he is cleared for full teaching, allowed to teach only in contexts that require limited fluency, or not permitted to teach.

ITAs who do not pass English screening are required to take a special noncredit TA English class before they may assume full classroom duties. Meeting five days a week in small sections, the class emphasizes practice in English pronunciation and speaking appropriate to the U.S. classroom. Upon completing the class, the potential ITAs repeat the "TA Interview," and those with good ratings are cleared for teaching.

Program Structure

Program components include:

(1) a mandatory eight-day orientation during fall term for all new ITAs;
(2) mandatory screening in spoken English for all new ITAs;
(3) restrictions on teaching for ITAs who do not meet the university standard of proficiency in spoken English; and
(4) required English instruction for new ITAs who are on salary from their departments but do not pass screening.

The Fall Orientation is attended by 80 to 90 new ITAs each year. The university provides the participants with free room and board (but no stipend) during the orientation program. The sessions are led by faculty, experienced TAs, and undergraduate students. They include, among others, workshops on cultural differences and the U.S. university system, meetings with MSU students, introduction to MSU policies, lectures on teaching, and videotaped small group teaching practice. Phase one of the orientation helps newly arriving ITAs get settled on campus. Phase two of the orientation helps them prepare for their teaching assignments.

In 1992-93, MSU began modifying its traditional ITA Program. As a first step, the University is contemplating changing to use the SPEAK test for initial English screening, and other changes are likely to follow. Concurrent with the changes in the ITA Program, MSU is also instituting a program of campus services (orientation, workshops, newsletter) for all teaching assistants.

Michigan State University

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Mississippi State University
Teaching Assistant Workshop: International Component
The Graduate School

The International Component of the Teaching Assistant Workshop is designed for all new international teaching assistants. This component of the workshop is scheduled for the week prior to the beginning of the fall semester. It is coordinated by the Office of the Graduate School and funded by that office. The focus of the workshop is language skills, cultural adjustment to the United States, and orientation to Mississippi State.

Language Proficiency Requirements

Testing for language proficiency is mandated by the institution, not by the state. Admission to the Graduate School requires international students who hold an assistantship to have achieved a minimum TOEFL score of 550. Because this score is not a valid indicator of oral communication skills, additional oral testing is required to qualify as a teaching assistant (TA).

Satisfactory language proficiency for the classroom is measured by the graduate student's successful completion of the international component of the Teaching Assistant Workshop. This includes a five-minute presentation by the graduate student followed by a question-and-answer period with a panel of three judges. These judges include workshop instructors, graduate coordinators from academic departments, and communication instructors. After the presentation and the interchange between the student and the judges, the judges decide whether the graduate student is qualified to be a TA. Those who fail are not certified but may enroll at no charge in a semester-long program which works with their weaknesses in an attempt to help them pass another examination at the end of the semester. Before an international teaching assistant (ITA) can teach a class or laboratory for the first time, s/he must be certified as having satisfactory language proficiency as measured by the oral examination administered in the workshop.

Program Structure

The goals of the program are to assist all new ITAs with their language skills, cultural adjustment, orientation to the university, and preparation for classroom instruction. Just over 100 ITAs have been enrolled in the workshop for the past two years. Approximately 70 percent satisfy the language proficiency examination.

Teaching Assistant Workshop. In addition to the International Student Component of the Teaching Assistant Workshop, all new TAs attend a two-day component of the workshop which focuses on preparation for classroom instruction. Topics include: the role of the TA, syllabus development, effective teaching, understanding sexual harassment, ethics in the classroom, assessing academic achievement, effective library assignments, and academic support services.

The program is administered and funded by the Graduate School. The director of the entire Workshop is an administrator in the Graduate School. The program staff consists of faculty, administrators, and graduate students who volunteer their time to the development and presentation of the workshop. Many faculty participate in the two-day program designed for all new TAs. The staff who work directly with the ITAs are hired annually to conduct the workshop as well as the semester-long program for those ITAs who have been unsuccessful in their language examination. The staff has remained relatively stable since the inception of the program.

The Office of International Student Services provides assistance to all international students in terms of their visas, health care, housing and other social aspects of their transition into a U.S. university setting.

Mississippi State University

Contact for International Component of Teaching Assistant Workshop:

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New Mexico State University
International Teaching Assistant Training Course

In essence, the first International Teaching Assistants Workshop (ITAW) held July 29 - August 16, 1985, was the result of the interest the Graduate School had in improving the performance of international teaching assistants (ITAs). A feasibility study was conducted by the New Mexico State University (NMSU) Graduate School which used the Texas Tech Program as a model.

By 1986, the Workshop was turned into a three-credit hour course. The course was offered in the summer on a three-week intensive basis or during the spring semester. In addition, a fall course for native to near-native speakers of English was offered in the fall semester.

Language Proficiency Requirements

The state of New Mexico has not mandated ITA courses; however, NMSU requires that all ITA candidates from non-native-English-speaking countries undergo a screening for oral language proficiency. The screening for the ITA course consists of a ten-minute teaching demonstration of a concept or theory in the ITA's academic discipline directed at a freshman audience. Evaluation is based upon delivery style and language fluency and is assessed by faculty from Communication Studies and the English as a Second Language (ESL) unit, as well as graduate assistants. A representative from the student's department also attends. Evaluators are encouraged to ask questions of the presenters.

Program Structure

It is the purpose of the ITA course to prepare TAs for their responsibilities at NMSU. These responsibilities can vary from marking papers to teaching an academic course. The ITA course is taught by the academic coordinator who holds a non-tenured assistant professorship in the Communication Studies Department.

New Mexico State University has a student population of around 16,000. Six hundred of those are foreign students and roughly half of those are graduate students. The ITAW serves 30 to 55 students per year and screens 30 to 60 students annually.

Graduate students enrolled in the ITA course (i.e., three graduate credit course) receive an *orientation component* which consists of familiarizing ITAs with NMSU procedures (registering, advising, campus facilities). General information on housing and living in Las Cruces is also provided. The *pedagogical component* is comprised of lectures and seminars on a number of topics. Participants have the opportunity to teach practice lessons which are videotaped. The *tutorial component* involves ITAs working individually with the instructor on pedagogical and communicative skills. All ITA course participants have access to the ITA academic coordinator throughout the year for consultation. There is no follow-up program in place, however.

The ITA course is administered by the Communication Studies Department which also teaches the ITAW. The course is funded out of the Executive Vice-President's Office and partially subsidized by the College of Arts and Sciences. It is expected that by 1994 all funds will originate from the Executive Vice-President's Office (i.e., central administration).

Initially, the program was funded by the deans who were charged a per capita fee which was arrived at by dividing the total expenditures by the number of participants. The original budget estimated that the running costs would be around $500 per ITA, in actual fact, costs run at about $400. In 1991, the Executive Vice-President agreed to fund the program with a $20,000 allocation. This was then reduced to $15,000 with the College of Arts and Sciences making up the difference. (That college tends to have the greatest number of ITAs.)

New Mexico State University

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The Ohio State University
Spoken English Program
English as a Second Language Programs, College of Education

The Spoken English Program (SEP) was established in 1986 to implement a Council of Deans mandate requiring the screening and training of non-native-English-speaking TAs. Initial steps in the implementation included a 1985 needs assessment consisting of analysis of videotaped classroom performances of and interviews with international teaching assistants (ITAs), pilot testing sessions, and two pilot courses. The goal of the program is to ensure that instruction to Ohio State University (OSU) students is provided only by ITAs who have demonstrated the communication skills necessary to teach effectively in the U.S. university setting. Specifically, the program screens all prospective ITAs; provides coursework to prepare ITAs for the demands of teaching at OSU; and administers teaching performance tests for Certification.

The Spoken English Program was created as the third of three programs in the Department of English as a Second Language (ESL) Programs, a service teaching unit reporting to the Vice-Provost for International Affairs. In September of 1994 ESL Programs was moved to the College of Education. Course offerings in ESL Programs are overseen by the Department of English and the College of Humanities. Funding for ESL Programs is controlled by the College of Education. Funding for SEP administration, testing, and instruction is part of the ESL budget and is provided on an annual rate basis. The budget base assumes a steady-state enrollment and includes personnel, operating, and equipment lines.

Language Proficiency Requirements

The 1984 mandate of the Council of Deans required that all prospective teaching associates who are nonnative speakers of English and who, as part of their TA duties, have direct student contact be evaluated for spoken English proficiency prior to assuming teaching responsibilities. Prospective ITAs are also required to receive appropriate assistance, if necessary, in enhancing the communication skills needed for effective teaching. In 1986, the State of Ohio subsequently passed a law requiring "the boards of trustees of all state-assisted colleges and universities to establish a program to assess the oral English language proficiency of all teaching assistants providing classroom instruction to students and [to] ensure that teaching assistants who are not orally proficient in the English language attain such proficiency prior to providing classroom instruction to students." The Graduate School, which enforces the University mandate and state law, interprets "classroom instruction" to include any instructional responsibilities involving "direct student contact"; thus lab instruction and individual tutoring fall into this category.

ITAs must certify their spoken English proficiency in one of two ways: 1) by scoring a minimum of 230 on the Test of Spoken English (TSE) or the SPEAK test; 2) by passing a Mock Teaching Test (MTT) after completing Spoken English Program coursework. The MTT is a performance test requiring a presentation on an assigned topic from the ITA's discipline and responses to audience questions. The test is observed by a panel including representatives from the ITA's department which evaluates the ITA's ability to communicate in the classroom setting.

All prospective ITAs arriving without a TSE score of at least 230 are initially assessed with the SPEAK test. Those who score 230 or higher are immediately Certified to teach. Those scoring below the 230 cut-off are either placed in courses or, if they score between 200 and 230 and meet other criteria, are given the option of taking the initial MTT. ITAs who do not pass the initial MTT must take appropriate coursework and then retake the MTT to become certified. These ITAs may hold TAships but are limited to performing duties that require no direct student contact (e.g., they may serve as graders). Departments offering TAships before Certification are committed to support the ITA for as long as three quarters.

ITA candidates are placed in SEP courses based on their TSE/SPEAK test scores. Individuals scoring from 190-230 are placed in *English 105* (i.e., upper level course). Potential ITAs scoring below 180 are placed in *English 104* (i.e., lower level course). ITAs with scores of 170 or 180 may request an interview as a second measure to determine whether they may advance their placement to *English 105*. ITAs enrolled in *English 104* must pass the *English 104* Exit Test in order to advance to *English 105*. ITAs

enrolled in *English 105* must pass the MTT to become Certified. Individuals who fail either test must repeat the appropriate course. ITAs enrolled in SEP coursework are also assessed through pronunciation diagnostic measures, and those identified as having significant pronunciation difficulties are placed into *pronunciation tutoring* sections.

The program offers the SPEAK test as an initial screening device during all quarter breaks; in addition, SPEAK tests are administered during the quarter as needed. The MTT is administered each quarter during finals' week. SEP administers an average of 421 SPEAK tests each year and an average of 280 MTTs per year (i.e., 70 per quarter).

Program Structure

Courses. Coursework includes a sequence of two 5-credit courses--*English 104* and *English 105*--and sections of *pronunciation tutoring* staffed through collaboration with the Department of Speech and Hearing Science. *English 104: Basic Spoken English for ITAs* meets daily for an hour and focuses on improving spoken English fluency, pronunciation, and aural comprehension. *English 105: Classroom English for ITAs* meets three times a week for an hour and a half and provides instruction in and practice of various language, intercultural and pedagogical skills. Both courses make extensive use of videotaping and individual tutorials. Both courses are graded Satisfactory/Unsatisfactory, and on satisfactory completion of the courses, students must pass an exit test. Students assigned to the *pronunciation tutoring* sections meet individually with tutors for 45 minutes two times per week for one-on-one instruction and practice in the pronunciation of English. SEP offers, on average, 47 sections of coursework and pronunciation tutoring (10 to 12 students per section) per year.

An extensive *Conversation Partner Program* matches ITAs enrolled in SEP courses with undergraduate partners for weekly meetings. Department contact assignments, classroom observations, and undergraduate panels help potential ITAs enhance their understanding of the university culture and offer them contact with undergraduates.

Program staff includes four permanent full-time administrators and instructors on non-faculty appointments, and six other part-time instructors (TAs at the doctoral level and lecturers). All SEP instructors hold Ph.D. or MA degrees in Linguistics, TESL, or Foreign Language Education and are required to have extensive teaching experience. Three experienced TAs from the Department of Speech and Hearing Science are hired each quarter to serve as pronunciation tutors.

Additional Programs. The Ohio State University's Faculty and TA Development Program offers an annual Fall Orientation for all newly-appointed TAs as well as workshops and individual consulting services throughout the academic year. Most departments also provide training to meet the discipline-specific needs of all their TAs.

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Oklahoma State University
International Teaching Assistant Orientation and Training
Department of English

The International Teaching Assistant (ITA) Orientation and Training program was initiated in 1991. The program consists of an orientation for all international students and an ITA training program.

Language Proficiency Requirements

According to the institutional mandate, in place since June 1982, a score of 220 on the Test of Spoken English (TSE) is required for all teaching assistants for whom English is a second language. The ITA Orientation and Training program has nothing to do with this requirement. Students must manage to take the test and have the results reported to their departments. In addition to the institutional requirement of a score of 220 on the TSE the program (supported by the Graduate College) has further requirements.

The program uses the ITA Test (described in Communicate: Strategies for international teaching assistants by Smith, J., Meyers, C., & Burkhalter, A. 1992) and requires a score of 250 or above to pass. "Pass" means cleared for teaching, no further training required. A score of 220 to 249 is a "provisional pass." With a "provisional pass" rating an ITA is able to teach if s/he is registered for a semester-long ITA training course during the semester s/he is teaching. After the course, the ITA must retake the ITA Test and must receive a score of 250 or higher to be finished with the program. A score below 220 is a "fail.". Anyone scoring at this level is not allowed to teach. In order to be able to take the ITA Test again (during the following semester) the person receiving a "fail" must register for and pass one of the ITA courses.

Program Structure

Orientation. The orientation for all international students (not just ITAs) takes place the week before classes begin in the fall and the spring semesters. The goals of the orientation program are: to provide an introduction to the U.S. university system in general, and Oklahoma State University (O.S.U.) students specifically; to explore characteristics of good teachers; to familiarize students with the ITA Test (i.e., the final evaluation of their performance in the ITA training course) and the criteria used by the raters to evaluate students' performance on this test.

ITA Training Program. The training program consists of two courses (one for language skills, one for compensation strategies) which are offered in the fall and spring semesters. ITAs can sign up for one course or both. The goal of the program is to help ITAs improve either their language skills, teaching skills (compensation strategies) or both. Two research assistants (graduate students in the MA and Ph.D. program in TESL/Linguistics) hold office hours so that students in the training course(s) can work on accent reduction (using Macintosh software on CD ROM).

The Graduate College funds the program. The Director of the program is an Assistant Professor in the English Department. Raters of the ITA Test include the director and other TESL/Linguistics faculty members in the department. Courses are taught by ESL faculty with MATESL degrees, and occasionally by the director.

Approximately 150 students are tested each year. However, the training courses are very small: the average enrollment is between four and eight students during any one semester.

Oklahoma State University

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Portland State University
International Teaching Assistant Course
English as a Second Language Program

The course *Communication Strategies for International Teaching Assistants* (ITAs) at Portland State University was established in the fall of 1990. The course responded to requests from professors in several academic departments that special classes be provided to help non-native-English-speaking TAs improve their pronunciation. The three-credit course which focuses on developing oral communication, teaching and cultural skills is offered only in the fall term through the English as a Second Language (ESL) program in the Department of Applied Linguistics.

The ITA course receives no institutional funding, so the ESL program pays the salary of the ITA course instructor while receiving no tuition moneys in return. The ESL program is self supporting, and when the course was first offered many ITAs were unable to pay the $120.00-per-credit-hour ESL fees. As a result, they did not take the class. Consequently, it was decided that ITAs pay regular tuition instead, thus making the class more accessible. However, since regular fees go back into the PSU general fund, ESL is effectively providing the course free of charge.

Language Proficiency Requirements

The Strategic Plan: Oregon State System of Higher Education 1987-1993 states that "teaching assistants should be required to provide evidence of satisfactory English-speaking and writing ability." However, there are no specific state or institutional guidelines regarding the testing and/or preparation of ITAs. At PSU, international graduate students are required to score at least 550 on the TOEFL in order to be admitted as full-time students, but there is no stipulation regarding a Test of Spoken English (TSE) or SPEAK test score.

Students with potential oral communication difficulties are usually referred to the ITA course by their department heads. On only one occasion has a student been referred to the class as a result of complaints received by undergraduates in his course. Over the past three years, 18 ITA candidates (from the Peoples Republic of China, Pakistan, Vietnam and Poland) have attended the ITA courses (six ITAs each fall), most of whom have come from the math, and electrical, civil and mechanical engineering departments. Only two potential ITAs have had full instructional responsibility for a course (both math TAs), while the others have generally helped with grading and lab sessions.

Program Structure

Course. *Communication Skills for the International Teaching Assistant* is a three-credit eleven-week course offered every fall term. There is no minimum TSE or SPEAK test score required for the class, so potential ITAs of varying proficiency levels attend the class. All ITAs take the class concurrently with other graduate courses. Those who will be assuming full teaching responsibilities take the course in the fall term and commence teaching in the winter term. Those responsible for grading or supervising laboratories can take the ITA course during the same term they are teaching. The class meets for three hours per week with each ITA meeting the instructor for an additional half-hour conference every two weeks. Because of the individual attention ITAs receive, class size is limited to six to eight individuals. Currently, the ESL program hires one senior instructor to both teach and coordinate the ITA course.

In the class, prospective ITAs improve their pronunciation skills and develop an awareness of cultural differences that may impact their effectiveness in the classroom. Most importantly, they work on developing effective pedagogical skills by presenting at least four videotaped mini-lessons from their field. The ITA Test (described in Communicate: Strategies for International Teaching Assistants by Jan Smith et al., Regents/Prentice Hall, Englewood Cliffs, 1992) is given as a final exam and is rated by both the instructor and the ITAs in the class. Results from this exam and final student reports including suggestions are made available to department heads, but since there is no required score, it is up to each department to decide whether an ITA is ready for his/her assigned duties.

Portland State University

Additional Programs. Other than the ITA course, ITAs receive varying amounts of support. In some departments, there are no TA orientations of any kind, but in others such as the math department, all TAs attend a two-week pre-fall workshop and also work with a mentor teacher throughout the year. In the latter, ITAs usually assume full teaching responsibilities, so they are highly motivated and generally benefit from the support they receive both in our course and from their own departments. However, when ITAs don't have an immediate need for the class and are combining it with a heavy class load, the benefits of the ITA course are minimal.

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Purdue University
Oral English Proficiency Program
Department of English

The Oral English Proficiency Program (OEPP) was established in 1987 to assist non-native-English-speaking teaching assistants in preparing for the roles and responsibilities of classroom and laboratory instruction in the context of a U.S. university. The program is responsible for the oral English proficiency screening, instruction and certification of all international teaching assistants (ITAs) across campus.

The OEPP is funded on a twelve-month basis through the Office of the Executive Vice President for Academic Affairs and is administered through the Department of English by the Director of the Department's English as a Second Language (ESL) Program. The OEPP provides screening services to approximately 150 ITAs per year in over 40 departments and from more than 50 countries and provinces. Instruction is provided for approximately 90 ITAs per year.

Language Proficiency Requirements

Purdue University mandated in 1987 that any person whose first language is not English, and who holds or is a candidate for appointment as a graduate teaching assistant/instructor, demonstrate adequate English proficiency before being assigned duties involving direct instruction of students. The statement on oral English competency for ITAs stipulates that candidates achieve a score of 240 on the TSE or SPEAK test or pass alternative screening procedures established at the department level (and subject to the approval of the OEPP Director) before they can be assigned teaching responsibilities. Administration and rating of the SPEAK test is performed by OEPP staff.

Students with scores below 240 enroll in English 001T, a one-semester ESL oral communication class. The six-hour per week course focuses on developing potential ITAs' ability to communicate in English in the social and cultural context of a U.S. university classroom or laboratory. Potential ITAs must perform satisfactorily on a series of classroom communication activities in order to pass the course and be recommended for certification of oral English proficiency. The completion of English 001T is equivalent to having passed the TSE or SPEAK test.

Program Structure

OEPP staff are trained as test administrators and raters, classroom instructors, or language tutors. Most staff members are graduate teaching assistants from the Departments of English, Curriculum and Instruction, or Audiology and Speech Sciences. Occasionally a part-time lecturer provides classroom instruction. The content and instructional methodologies used depend upon ITAs' language proficiency, cultural awareness, and prior teaching experience.

Screening. Departments refer non-native-English-speaking students who they have identified as possible candidates for teaching assistantships to the OEPP for screening. This screening is conducted five times per year - once before and once at the mid-point of the two semesters and once during the summer.

Course. English 001T is offered during the eight-week summer session as well as during the 15-week fall and spring semesters. The course has a classroom and a tutoring component. Classroom activities focus on: (1) learning about U.S. values, educational system and undergraduate lifestyles; (2) developing interactional and pedagogical strategies that will enhance communication through English in an instructional setting; and (3) improving overall listening and speaking skills. In-class activities include teaching simulations, round table discussions with undergraduates, and group discussions. ITAs receive feedback on all activities from classmates, their instructors and tutors, or undergraduates.

In addition to five hours of classroom instruction, each student meets with a tutor 30-60 minutes each week for individualized work on communication skills. A variety of teaching techniques are used and a range of out-of-class activities are assigned which encourage students' use of English in different settings

and in various roles. Tutors in the OEPP are generally TAs who are language specialists in the Department of Audiology and Speech Sciences.

Intensive Tutoring. After successful completion of English 001T, ITAs needing to give focused attention to language skills enroll for a semester of intensive tutoring. During this time they meet with a tutor two hours per week for individualized instruction and practice. Special attention is given to refining listening skills and overall comprehensibility through the use of ITA-generated language samples. Upon successful completion of this semester of intensive work, ITAs are re-considered for certification of their oral English proficiency.

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State University of New York at Buffalo
International Teaching Assistant Program
Intensive English Language Institute

The International Teaching Assistant Program at the Intensive English Language Institute (IELI) was established in 1978 to help non-native-English-speaking TAs prepare for their varied TA roles and responsibilities at the State University of New York at Buffalo (UB). The program assists ITAs in the areas of English language proficiency, teaching presentational skills and the culture of the U.S. classroom.

The ITA courses are funded on a 10-month basis through the Graduate School of Education and are administered through the English as a Second Language Program (ESLP) at the IELI at the university. The ESLP offers a testing and teacher training program for approximately 300 ITAs per year in over 40 departments on campus and from more than 35 different countries. The ITAs work with undergraduates in various instructional settings, ranging from holding office hours, teaching laboratory sections, leading small-group discussion classes, problem-solving recitation classes, to assuming total instructional responsibility for a lecture class.

In addition, the ESLP carries out the following responsibilities: (1) offers supplementary coursework and workshops to ITAs to assist them in improving their English language proficiency and presentational skills for instruction; (2) serves in an advisory capacity to students and departments; (3) assists departments and offices in interpreting and ensuring compliance with university language policies; and (4) serves as a resource for ITAs, graduate departments, and the Graduate School. The ITA Program staff consists of one full-time program and curriculum coordinator, and one or two part-time instructors.

Language Proficiency Requirements

In 1985 the University at Buffalo Graduate School mandated that all international graduate students holding a teaching, graduate, or research assistantship must take the SPEAK test administered by the IELI. The SPEAK test is administered four times a year by the IELI, and tests are rated by IELI faculty/staff who have been trained according to Educational Testing Service (ETS) guidelines.

All ITAs with classroom contact are required to meet certain English proficiency requirements prior to assuming instructional responsibilities. The university's mandate stipulates that any ITA with instructional responsibilities must achieve a score of 250 on the SPEAK test or the Test of Spoken English (TSE). The SPEAK test is offered four times a year. ITAs with scores 250 or above are automatically certified to teach with no further university certification requirements. ITAs who score below 250 may be certified to teach based on an Oral Proficiency Interview (OPI) conducted by the IELI faculty.

Oral Proficiency Interview. ITAs who score between 200-249 on the SPEAK test or TSE must participate in a half-hour OPI conducted by representatives of the IELI and the ITA's' academic department. The OPI consists of a structured, informal discussion guided by the IELI faculty, and a simulated teaching presentation by the ITA. The OPI determines an ITA's overall comprehensibility in English and certifiability to teach. ITAs who score below 200 may participate in the OPI by departmental request only.

An additional mandate from the Provost in 1992 assessed a SPEAK test fee. Prior to this mandate, the IELI had provided SPEAK testing and rating services free of charge to students and their departments for more than ten years. The SPEAK test fee for the 1993-94 academic year is $40. Testing is subsidized in part through the Graduate School of Education and through funds generated from the SPEAK test fee. ITAs are required to pay the fee on their own, although some departments offer funding.

Program Structure

ITA Course. All international graduate students with newly assigned TAships who score below 250 on the TSE or SPEAK test are required to take *ESL 512 -- Communication Skills for International Teaching*

Assistants in the first semester of coursework. This five-hour-per-week ITA course focuses on several aspects: (1) improving ITAs' language and communication skills for instructional purposes; (2) developing presentational skills for instruction and discipline-specific strategies that facilitate effective classroom communication; and (3) orienting ITAs to the culture of the U.S. classroom. ITAs re-take the SPEAK test at the end of the course and are re-evaluated for teaching certifiability. They must receive a passing grade in the course, a favorable written evaluation, and a satisfactory score on the SPEAK test in order to be considered for assignment to instructional responsibilities by their departments. As part of the course, ITAs are videotaped and evaluated in simulated teaching demonstrations several times during the semester, and are required to observe and report on classes in their own fields. Graduate student tuition waivers generally cover ITAs' tuition costs. Presently, the university's committee on Teaching Assistant Programming is proposing that all newly assigned ITAs be required to participate in the ITA Program.

Additional Programs. The following additional programs are available to ITAs throughout the academic year:

Advanced Spoken English: After completion of the ITA course, some ITAs are referred to the Advanced Spoken English courses. The ESLP offers two oral communications courses designed to improve listening and speaking skills. Emphasis is on developing skills for preparing and delivering oral presentations; working on individual problems in pronunciation, stress and intonation; and familiarizing students with idiomatic speech.

Discipline-Specific Workshops: The IELI in conjunction with the Office of Teaching Effectiveness offers discipline-specific workshops which are developed and designed expressly for individual departments. These nine-hour workshops include microteaching, discussions on cultural sensitivity, and an English language proficiency and comprehensibility evaluation. These workshops were originally developed for those students who were not required to attend the ITA course. However, many ITA course participants often register for these workshops as a refresher course.

Accent Reduction and Pronunciation Workshop: The IELI offers a non-credit eight-week workshop designed to help students discover pronunciation, stress and intonation errors which affect comprehensibility. ITAs are often advised to take this workshop at the end of the ITA course.

TA Orientation: The Office of Teaching Effectiveness sponsors a week-long orientation for all university TAs prior to the fall semester. ITAs are encouraged to attend after they have completed the ITA Program.

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Syracuse University
Teaching Assistant Program - International Teaching Assistant Initiatives
The Graduate School

Syracuse University established the Teaching Assistant (TA) Program of the Graduate School in 1987 to provide a summer orientation for new TAs. The orientation has three major components: (1) A five-day, International TA Program; (2) a four-day, general program for both national and international TAs focusing on teaching; and (3) a three-day period for training and orientation by sponsoring academic departments. While the orientation program is still a fundamental element of our efforts, the TA Program's purview has broadened considerably. Today, working in partnership with the 60 academic departments that appoint TAs, the program offers a variety of services: academic-year professional development seminars; a year-long course for selected ITAs entitled Oral Communication in Teaching; an Outstanding TA Awards Program; and a teaching consultation service.

With support from The Pew Charitable Trusts and the Fund for the Improvement of Postsecondary Education (FIPSE) of the U.S. Department of Education, the TA Program launched "The Future Professoriate Project" in 1992, an ambitious effort to more comprehensively prepare future university faculty for teaching. The Future Professoriate Project provides selected graduate students the opportunity to hold advanced teaching apprenticeships (called Teaching Associateships) under the guidance of specially selected Faculty Teaching Mentors; Associates are also eligible to earn a Certificate in University Teaching by meeting professional development goals specified by their respective academic departments.

The broad goals of the TA Program are: (1) to enhance the overall graduate experience by encouraging interdisciplinary interaction among TAs and assisting TAs in balancing their responsibilities in research and teaching; (2) to improve the quality of undergraduate instruction by enhancing TAs' teaching skills; (3) to provide ITAs with an orientation to U.S. higher education and, when needed, to provide them with intensive instruction in spoken English; (4) to orient TAs to the university, its services, and resources; (5) to provide faculty members and experienced TAs as mentors and advisors to new TAs; and (6) to provide comprehensive professional development in both teaching and research for graduate students planning to pursue academic careers.

Language Proficiency Requirements

Most new ITAs participate in language testing during the international week of the orientation. During this week the ITAs take the Michigan Test, a nationally normed examination, which is comprised of three written sections and an oral interview with a panel consisting of an English to Speakers of Other Languages (ESOL) program instructor, an undergraduate student, a faculty member from the ITAs' discipline, and a TA Program staff member. While the Michigan Test scores provide an important source of data, TA Program staff members also have the opportunity to informally assess the ITAs' language skills in day-to-day contexts during the orientation.

Based on all available information, a summary assessment of language proficiency using a 1-4 rating scale is determined. It is important to note that the TA Program can only recommend those with summary rankings of 1 or 2 to hold TA duties involving contact with undergraduate students. The rating scale is defined as follows:

(1) ITA communicates with near native English proficiency with idiomatic vocabulary and good pronunciation. S/he is ready to teach and needs no remediation.

(2) ITA in general communicates effectively in English. S/he has *minor* problems in the use of grammar, vocabulary and pronunciation, but these do not interfere significantly with intelligibility. S/he can likely hold regular TA responsibilities.

(3) ITA has inadequate speaking skills for teaching in English. S/he has limited control of grammar and vocabulary (with little or no familiarity of idiomatic expressions). Much of her/his pronunciation requires extra-sympathetic listening. S/he will require a continuing oral language program. S/he

should be given limited TA duties that do not involve direct contact with students (e.g., s/he could set up labs, perform administrative tasks, and possibly correct papers and tests).

(4) ITA has extremely limited English-speaking skills and is difficult to understand. S/he has inadequate knowledge of grammar and vocabulary (including idiomatic expressions). The meaning of many words or phrases is obscured because of poor pronunciation. S/he will be required to enroll in a basic ESOL program and should not hold any teaching responsibilities. S/he should be given only those duties that do not require any contact with undergraduates.

Departments also consider many other factors, aside from language proficiency, when assigning TA duties. For example, the department typically considers experience in the discipline, prior teaching experience, and general aptitude for undergraduate teaching.

Program Structure

Orientation. The international program consists of intensive language testing and evaluation, practical assistance from the Office of International Services (e.g., finding housing, assistance with banking and immigration) and general sessions on topics such as "Teaching American Students," "Understanding American English," and "Culture Shock." A highlight of the week is the American Family Evening --an opportunity for each new ITA to join a university-affiliated family for dinner and a relaxing evening. Each of the week's activities is designed to help ensure a smooth transition to life at Syracuse University. In addition to facilitating the summer orientation program for all new TAs, the TA Program works closely with the ESOL program in designing a course specifically for ITAs.

Course. A two-semester course, ENG 610: Oral Communication in Teaching, was created to help ITAs improve their spoken language proficiency. ENG 610 consists of three, 55-minute class meetings per week, taught by an instructor from the ESOL program. There is also a weekly, 90-minute laboratory led by an outstanding, experienced TA in the ITAs' discipline who is assisted by a carefully selected and trained undergraduate student.

The goal of ENG 610 is to help ITAs improve their oral language proficiency in the context of preparing to teach in a U.S. university setting. The three class meetings each week focus on developing listening and speaking skills and understanding aspects of U.S. culture that will help prepare the ITA for successful interaction with undergraduates. The weekly laboratory provides the ITA with opportunities to practice making presentations to others in their disciplines, practice effective classroom or laboratory questioning techniques, and interact with undergraduate students.

Under the leadership of the Acting Dean of the Graduate School, TA Program staff members plan, implement, and evaluate the ITA portion of the TA program in conjunction with their other responsibilities. The program staff includes: an assistant to the director; a graduate teaching consultant; a program administrative coordinator; and a staff assistant. In addition the ENG 610 course is taught by three ESOL faculty, six lab instructors, and six undergraduate lab assistants.

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Texas Tech University
International Teaching Assistant Program

Texas Tech University began an assessment and preparation program for international teaching assistants (ITAs) in 1980, when eight students completed the course. The program has run every year since then, handling an average of 30-35 students per year.

Language Proficiency Requirements

State Mandate. The Texas Higher Education Code was amended in 1989 to require all faculty whose primary language is not English to achieve a satisfactory score on the Test of Spoken English (TSE) or other approved test. Institutions are charged with providing programs or short courses to meet the needs of those faculty who do not achieve a satisfactory score. The law applies to graduate teaching assistants as well as to tenured, tenure-track, and non-tenure track faculty.

Pre-Arrival Screening. Some departments require ITA applicants from out-of-town to submit a five to ten minute audiocassette of a talk in their major field. The departmental graduate advisor and the ITA Program director usually review these tapes and make a preliminary evaluation of the student's oral proficiency. This pre-arrival screening has helped some departments decide to whom assistantship offers should be made.

Assessment Procedures. At the beginning of the summer workshop, potential ITAs take a comprehensive diagnostic English test that covers grammar, vocabulary, reading comprehension, composition, and listening comprehension. The listening comprehension test is repeated at the end of the workshop to measure any changes. Participants' oral proficiency is evaluated with an oral performance test and several teaching simulations. In compliance with the state law requiring assessment, participants also take the SPEAK test. At the end of the workshop, the program director compiles all English test results and instructor evaluations. Departmental representatives are invited to view the final videotapes and discuss their ITA candidates' performance. ITAs may be "certified" for classroom or laboratory instruction with routine supervision, or with close supervision, or they are not "certified" for classroom or laboratory instruction.

Program Structure

Summer Workshop. Departments refer ITA candidates to the ITA Program, which is required of all prospective ITAs. A three-week intensive workshop takes place in August, prior to the start of the fall semester. ITAs are in class approximately six hours a day. The curriculum consists of cross-cultural and classroom communication instruction, English language instruction, and a practicum. The English instruction emphasizes pronunciation, stress, intonation, and key vocabulary in the ITA's discipline. In the practicum, ITAs give several presentations in their field, three of which are videotaped. There are individual feedback sessions for the final two videotapes. Prospective ITAs also undergo extensive English language testing (see above).

Workshop participants who are not "certified" may be re-evaluated at the end of the semester or may repeat the workshop the following year. Some of these potential ITAs enroll in a credit-bearing oral skills class. This class emphasizes the development of pronunciation, intonation, fluency, presentation and interaction skills, and listening comprehension within the context of academic English.

Additional Program. Many ITAs who receive teaching assignments enroll in a credit-bearing follow-up course in the fall semester. This follow-up course provides support during the ITAs' first semester teaching, review of concepts presented during the summer workshop, and additional language instruction. The course includes classroom observations and individual feedback sessions, an individualized analysis of language proficiency, and periodic group meetings to address common problems or issues of concern.

The instructors for the ITA Program at Texas Tech include faculty from the Department of Classical and Modern Languages and Literatures and additional staff either currently or previously employed by the

Texas Tech University

Intensive English or ESL Program. The program is funded through a combination of tuition and institutional funds. Some of the English language testing is paid for by test administration fees.

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The University of Arizona
International Teaching Assistant Program
Center for English as a Second Language

Orientation programs for international teaching assistants (ITAs) and the testing of ITA oral proficiency were both initiated in the fall of 1985. All teaching assistants (TAs) receive a two-day orientation; ITAs attend an additional orientation, usually of two days but this may depend upon their length of prior stay on campus or in the United States. Departments provide specialized orientation programs for their own TAs. Orientation programs are conducted with the support of the Graduate College, the University Teaching Center, and the Center for English as a Second Language (CESL). Additional orientation is received through a program from the International Student Center.

The university currently has 317 ITAs or 22 percent of the total number of teaching assistants. In the 1992-93 academic year CESL administered 177 SPEAK tests, including repeat administrations.

Language Proficiency Requirements

Prompted by a mandate from the Arizona Board of Regents, the Graduate College requires that all TAs whose native language is not English and who are not citizens of Canada, Great Britain, Australia, and New Zealand achieve a TOEFL score of 550 or higher and submit a TSE or SPEAK test score. U.S. citizens are exempted from taking the TSE or SPEAK test. ITAs having instructional contact with students must have a minimum score of 230, although ITAs may teach their native language with a TSE or SPEAK test score of 210. Prospective ITAs whose TSE or SPEAK test score is 210/220 may petition their departments to request a review panel, administered by CESL and consisting of representatives from the department, CESL, and a third member appointed by the student government. The candidate presents a ten-minute "lecture" before the panel and is then graded; success depends on having sufficient organizational and nonverbal skills to compensate for difficulties with oral English.

The review panel is permitted only after the SPEAK test has been taken twice and after the prospective ITA has taken the English Proficiency Development course. This course is designed for those ITAs who have failed the SPEAK test or whose proficiency is still borderline. The five-week (20-hour) English Proficiency Development course emphasizes pronunciation, primarily through drills on suprasegmentals. It is paid for either by departments or (in most cases) by the ITAs themselves.

The Center for English as a Second Language conducts oral proficiency testing with funding from the Graduate College. The SPEAK test is administered free of charge the first time; ITAs are charged $30 for subsequent administrations.

Program Structure

Orientation. ITAs receive two days of intensive linguistic, cross-cultural, and pedagogical orientation. Panels of experienced ITAs and undergraduate students are part of the orientation. ITAs also view and discuss two films produced at CESL: Four Lecture Styles, a film in which identical lecture material is presented in four divergent teaching styles; and Out of the Classroom, Into the Office, wherein vignettes illustrate conflicts that may arise between instructor and student in the office-hour setting.

Additional Programs. In addition to the orientation referred to above, the University Teaching Center is open to all faculty and TAs with *seminars* and *workshops* on numerous topics related to pedagogy. Upon request, classes may be videotaped and the instructor may then view the tape with a member of the Center's staff.

The University of Arizona

Contact for International Teaching Assistant Program:

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The University of California at Berkeley
International Graduate Student Instructor Program
College Writing Programs

The International Graduate Student Instructor (IGSI) Program at Berkeley was developed in 1988 following the recommendations of a university committee and following the passage of a state mandate in September 1987 which required "all prospective teaching assistants who will be placed in classroom settings to demonstrate competence in oral communication, including those for whom English is not a native language...." (Assembly Concurrent Resolution No. 41 - Relative to teaching assistants of the University of California). The program was established to screen all first-time international graduate student instructors (IGSIs) and provide course work to help prospective IGSIs prepare for the demands of teaching in English in a U.S. university setting.

Funding for the IGSI Program comes from the Graduate Division's GSI Teaching and Resource Center. The GSI Teaching and Resource Center provides a variety of services to GSIs, faculty, and departments throughout the year. The IGSI Program is administered by the College Writing Programs (formerly called Subject A) in the College of Letters and Science. At present an estimated one-third of the 2500 GSIs at Berkeley are international students.

Language Proficiency Requirements

The current policy on the appointment of international graduate students as instructors requires prospective IGSIs to demonstrate English proficiency by achieving a score of 230 on the SPEAK test or the TSE before they can be assigned to teaching duties. Potential IGSIs whose scores are below 230 but are at least 190 have the possibility of taking another test, the Oral Proficiency Test (OPT). The OPT, developed at UCLA, is a 20-minute videotaped exam. To pass the OPT potential IGSIs must achieve an overall score of 3 (out of a possible 4), and scores of 3 in the categories of pronunciation and question handling. The IGSI testing coordinator administers the SPEAK test in the Language Lab and the OPT with technical support from the Office of Media Services. The IGSI Program has been administering about 150 SPEAK tests a year. The tests are rated by ESL specialists from the university and from other local ESL programs.

Prospective IGSIs with scores below 230 on the SPEAK test or below 3 on the OPT need to enroll in the *IGSI English Workshop* (College Writing 140A), for one semester. This course meets for three hours a week and focuses on improving oral communication in English, pedagogy skills, and cross-cultural issues. After completing College Writing 140A, prospective IGSIs take the OPT. They must achieve a passing test score in order to receive their teaching appointments. Those in need of further help to improve their English proficiency enroll in the one-semester *tutorial course* (College Writing 140C) which meets 90 minutes a week.

Program Structure

The IGSI Program staff, appointed by the College Writing Programs in coordination with the GSI Teaching and Resource Center, includes a part-time testing coordinator who maintains office hours to provide information on testing and the IGSI courses, and one to two part-time lecturers. Testing takes place 10 months a year on a regularly scheduled basis and by demand. International graduate students are encouraged to take the SPEAK test one or two semesters before they apply for GSI appointments as they cannot assume teaching responsibilities and enroll in the *IGSI English Workshop* concurrently.

Courses. The *IGSI English Workshop* is designed for a maximum of 12 potential ITAs. In addition to the scheduled class meetings, ITA participants meet weekly with the instructor either individually or in small groups. The curriculum includes videotaped presentations and microteaching, individualized instruction, peer coaching, contact assignments with native-English-speaking GSIs, and activities to promote intercultural sensitivity. The *IGSI tutorial course* is intended for a maximum of six prospective ITAs. The class focuses on the ITAs' individual needs as they continue to work on improving their communication skills. These potential ITAs also meet weekly outside of class with the instructor.

Orientation Conference. All graduate students who receive GSI appointments at Berkeley are invited to participate in the orientation conference sponsored by the GSI Teaching and Resource Center at the beginning of the fall and spring semesters. The conference features workshops designated for IGSIs.

The IGSI Program described above has been in place since 1991. We are now entering a period of self-examination as we try to determine the ways the program can best serve IGSIs at Berkeley. In the fall of 1993 we will carry out additional projects: (1) a follow-up study on ITA candidates who complete one of the IGSI English courses, pass the OPT, and then receive their appointments; and (2) revisions of the OPT test forms currently being used.

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University of Colorado at Boulder
International Graduate Teacher Program
Graduate School

The International Graduate Teacher Program is part of the Graduate Teacher Program (GTP) which was established in 1984 to improve teaching by both international and domestic teaching assistants (TAs) and Graduate Part-Time Instructors (GPTIs) on the University of Colorado at Boulder (CU) campus. Our Program is located within the Graduate School and is funded by the Graduate School, Academic Affairs and Chancellor.

There are approximately 200 international teaching assistants (ITAs) and GPTIs at CU who work with undergraduate students in different capacities ranging from leading recitations (i.e., quiz sections) and lab sections, grading, holding office hours, to being the instructor for the course. We serve approximately 50 ITAs each year.

Language Proficiency Requirements

All foreign graduate students, regardless of whether they are teaching or not, are required to have a minimum score of 550 on the TOEFL exam. In addition, departments that have a large number of ITAs, such as engineering, require their TAs to score a minimum of 250 on the SPEAK test. The SPEAK test is administered by the International English Center (IEC). Students may enroll at the IEC to take a variety of English classes depending on their level of English proficiency. The IEC also offers a course on teaching in the U.S. classroom geared specifically toward acclimating international students to the U.S. university environment.

Program Structure

One-Day Intensive. International teaching assistants are integrated into our regular program. Additionally, they participate in a one-day intensive before the fall semester that focuses on issues of importance to ITAs such as "Bridging Two-Way Culture Shock in the Classroom," "The American Experience," "Surprises During Office Hours," "Teaching Styles: What Works and What Doesn't." In addition, we organize panels of undergraduate students and experienced ITAs in interactive sessions to familiarize the new international teachers with the culture of the U.S. classroom.

Foreign Student and Scholar Services also provides cultural training and support to all international students at CU. Their staff assist us with our ITA training.

Additional Programs. The Graduate Teacher Program offers a variety of activities and workshops that ITAs participate in throughout the year: a three-day intensive, a two-day pre-spring intensive, a summer intensive on course design, a Friday Forum speaker series throughout the academic year, microteaching, videotape consultations, and conferences on special topics.

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University of Delaware
International Teaching Assistant Training Program
English Language Institute

The University of Delaware's International Teaching Assistant Training Program, which began in 1985, is sponsored by the Office of the Provost and administered by the English Language Institute (ELI). The purpose of the program is to prepare the international teaching assistants (ITAs) for their teaching responsibilities by providing special instruction in speaking and listening skills for the classroom, as well as a cultural and pedagogical orientation to the U.S. university and the University of Delaware in particular.

The program is held for four weeks in August before the ITAs assume their instructional duties. Participation is mandatory for all international graduate students holding newly awarded teaching assistantships. For their participation, the ITAs receive a stipend equivalent to one-ninth of the annual TA stipend. Approximately 55 ITAs participate in the program each year.

Language Proficiency Requirements

At the beginning and again at the end of the August Program, the English Language Institute screens participants for their instructional English competency using the SPEAK test and the University of Delaware Instructional Assessment (UDIA), a teaching test which assesses language, cultural, questioning, and basic teaching skills in an instructional setting. The university has mandated a score of 250 or above in both tests for an ITA to qualify for unrestricted classroom contact. ITAs whose scores fall below 250 are recommended for limited or non-instructional departmental duties. They are, however, supported financially for one year and attend a language development tutoring program for the fall semester at the English Language Institute. At the end of that semester these ITAs are retested to determine their readiness for classroom contact. ITAs have one year to attain the required score of 250.

Program Structure

Linguistically oriented, the August Program focuses on language use for instructional purposes and provides an orientation to U.S. classroom culture and basic pedagogy. The program's training activities include:

Oral Intelligibility Class: This drama-based class addresses specific aspects of ITA speech that affect comprehensibility (e.g., intonation, stress, rhythm, pitch, projection, reductions, fluency, and idiomatic language.)

Culture and Pedagogy Class: The class addresses cultural orientation to the U.S. university classroom primarily through contact with U.S. undergraduates in the context of microteaching situations and feedback on these sessions. Additional presentations by members of the university administration and faculty address topics relevant to the University of Delaware. The pedagogical component of the program focuses on practicing basic teaching skills such as making effective oral explanation, asking and answering questions, leading discussions, developing tutoring and conferencing techniques, recognizing and handling acceptable and unacceptable student behavior, and establishing rapport and a supportive classroom environment. All cultural and pedagogical instruction is contextualized in a series of videotaped microteaching sessions. These taped performances are reviewed and critiqued with instructors for linguistic clarity, cultural appropriateness and pedagogical effectiveness. U.S. students serve as the "class" the ITAs teach.

Small Group Tutoring: These daily afternoon small group tutoring sessions of one-and-a-half hours focus on improving the individual pronunciation of ITAs whose speaking proficiency is particularly low.

University of Delaware

Fall Tutoring Program. This program component works on improving the speaking skills of those ITAs who failed to pass the SPEAK and UDIA tests during the August Program. ITAs receive two to four hours a week of individual and group tutoring.

Instructors for the ITA Training Program are ESL professionals with full time instructor appointments at the English Language Institute.

Contacts for International Teaching Assistant Training Program:

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The University of Georgia
Graduate Teaching Assistant Support
Office of Instructional Development

Since 1987, the Office of Instructional Development has provided campus-wide support for the instructional role of graduate teaching assistants. All new graduate teaching assistants (GTAs) and graduate laboratory assistants (GLAs) are required by university policy to attend a one-day workshop to help prepare for their instructional responsibilities. More than 300 graduate students attend this annually. The intent of this workshop is to give a brief overview of The University of Georgia's commitment to excellence in undergraduate teaching, to discuss the institutional mandate regarding the screening, training and instructional support of GTAs, to provide new GTAs and GLAs with strategies to begin the quarter effectively and to put GTAs and GLAs in contact with individuals on campus who are able to support their development as teachers.

Language Proficiency Requirements

All international graduate assistants (ITAs) who will be assigned teaching responsibilities must have their language proficiency evaluated by the Test of Spoken English (TSE) or SPEAK test. Administration of the SPEAK test is done by the Language Laboratory and rated by The American Language Program staff. ITAs who score below 150 are advised to enroll in the Intensive English program at their own expense before being considered for teaching. ITAs who score between 150 and 220 must enroll in the five credit hour Graduate School Course (GSC 777) level one. ITAs scoring between 220 and 250 must enroll in the five credit hour course GSC 777 level two. Both levels one and two are taught by American Language Program staff and focus on the linguistic, cultural and pedagogical aspects of communicating effectively in the U.S. classroom. Any ITA scoring 250 or above may take the two credit hour level three GSC 777. The level three course is offered in the Office of Instructional Development or may be taken in the department as a discipline specific version. Approximately 100 GTAs currently take the institutional level GSC 777 courses annually. Departmental support provides additional discipline-specific training.

Program Structure

Courses. Any graduate assistant who has not had previous successful teaching experience at the college level is required by university policy to take one or more of the Graduate School Courses (GSC 777) or a departmental equivalent. Three levels of this class are funded by the Vice President for Academic Affairs and coordinated by The Office of Instructional Development. GSC 777 addresses the basic competencies associated with teaching including: planning factors, teaching strategies, management aspects, evaluation procedures, interpersonal relationships, ethics concerns, performance requirements and professional development.

In addition to the Graduate School Course 777 and the Workshop for GTAs, the Office of Instructional Development coordinates noon seminars on teaching, a Newsletter for Teaching Assistants, and a Teaching Assistant Mentoring Program.

Teaching Assistant Mentors. Approximately 70 outstanding graduate teaching and laboratory assistants are recognized for their teaching accomplishments with university wide awards coordinated by the Office of Instructional Development and funded by the Vice President for Academic Affairs. Each year 12 of these award winners are chosen by the Office of Instructional Development to serve as Teaching Assistant Mentors. During the year long program, they have the opportunity to be mentored by faculty, other outstanding GTAs and university administrators. In addition, these successful GTAs and GLAs mentor new teaching assistants through the Graduate School classes and at the departmental level.

The needs of GTAs and GLAs are determined by the Teaching Assistant Advisory Committee which is made up of representatives from each of the academic departments. This group has helped to revise the Handbook for Graduate Teaching Assistants, to establish the program for the Workshop for GTAs, to edit the publication on Managing and Mentoring Graduate Teaching Assistants at The University of Georgia and to alert the Office of Instructional Development to the changing needs of GTAs.

Contact for Graduate Teaching Assistant Support:

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University of Houston
English for International Teaching Assistants and Faculty
Language and Culture Center, Department of English

The "English for International Teaching Assistants" course at the Language and Culture Center (LCC) was initiated in 1986 to help non-native-English-speaking teaching assistants improve their language skills (with special emphasis on grammar and pronunciation), their instructional skills (e.g., nonverbal communication, explaining, presenting, fielding questions, and leading a discussion) and their cross-cultural communication skills. In 1992, when non-native-English-speaking faculty were included in the course, the title was changed to "English for International Teaching Assistants and Faculty."

Language Proficiency Requirements

House Bill 638 of the State of Texas requires that each public institution of higher education in the state of Texas establish a program of assessment and assistance for faculty and teaching personnel whose primary language is not English. It specifically requires that each institution "establish a program or a short course the purpose of which is to:

> (1) assist faculty members whose primary language is not English to become proficient in the use of English; and
>
> (2) ensure that ... all faculty members are proficient in the use of the English language, as determined by a satisfactory grade on the Test of Spoken English of the Educational Testing Service or a similar test...."

The University of Houston requires that all faculty and teaching personnel, prior to their first semester of employment, identify the language they consider to be their "primary" language by filling out and submitting a self declaration form to their department chair. Those declaring that English is not their primary language will take the SPEAK test. Those scoring a minimum of 220 or higher will be certified as proficient and approved for classroom instruction. Those scoring less than 220 will be required to register for *LCC 6034--English for International Teaching Assistants and Faculty*. Successful completion of this course requires a second sitting for the SPEAK test and a minimum score of 220. Those individuals scoring below 220 may be asked to repeat LCC 6034 or to register for *LCC 1032--English Pronunciation for Nonnative Speakers*.

Failure to acquire a satisfactory SPEAK test score or to improve to a satisfactory level of spoken English proficiency (as determined through an appeal procedure) within one calendar year of employment at the University of Houston will be grounds for non-renewal of contract. As required by statute, the testing fee and the course tuition are the responsibility of the ITA. However, in recent semesters, alternative funding for the course tuition has been arranged.

Program Structure

Courses. The Language and Culture Center ITA Program consists of two courses:

> (1) *LCC 6034 - English for International Teaching Assistants and Faculty*. This course meets three hours per week for 12 weeks and is offered in the fall and spring semesters. One additional hour per week of individual or small group instruction is required. This noncredit course contains the following elements: information about the U.S. system of higher education, practice in English pronunciation/stress/intonation, written grammar exercises, advice on handling questions, information on how to structure a short talk or lecture, use of illustrations (e.g., chalkboard, overhead projector), giving presentations with on magazine articles, giving short presentations to other ITAs, being videotaped when giving a presentation, analyzing the videotaped presentation, and being observed teaching a university class or lab by the course instructor.

(2) *LCC 1032 - English Pronunciation for Nonnative Speakers.* LCC 1032 meets three hours per week for 10 weeks and is offered during the fall and spring semesters and during the summer term. This noncredit course focuses on English pronunciation, stress, and intonation.

The International Teaching Assistant (ITA) Program is administered and taught by LCC instructors who have staff appointments at the university. The Language and Culture Center also provides a range of ESL instruction from courses in English pronunciation and graduate writing and research methods to intensive English and contract programs for corporations, other educational institutions, governmental agencies, and foreign sponsors. The LCC is housed administratively in the Department of English in the College of Humanities, Fine Arts, and Communication.

Additional Program. In addition to the Language and Culture Center courses, most university departments have week-long orientation programs for new ITAs prior to the start of the fall semester. These programs give ITAs an overview of their administrative and curricular responsibilities and help them begin the important process of networking with departmental faculty and more experienced TAs.

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University of Illinois at Chicago
International Teaching Assistant Program

The International Teaching Assistant Program at the University of Illinois at Chicago (UIC) was established in 1987 in response to an Illinois state law requiring oral proficiency in English of all faculty with student contact. The law did not specify the meaning of "proficiency" nor did it state how proficiency was to demonstrated. This was left up to the individual institutions. The program is now funded by the state through the Graduate College and administered through the Department of Linguistics and the Tutorium in Intensive English. The goal of the program is to (1) improve speaking and listening skills in the context of the teaching and (2) to provide an orientation to Chicago, UIC and the new teaching environment for incoming international teaching assistants (ITAs). However, because many ITAs arrive with such low proficiency, classes of a more general nature are also given. ITA screening is provided for between 120 and 180 students per year and classes are provided for approximately 25 per year.

Language Proficiency Requirements

At UIC, all ITAs with student contact must be certified as proficient in one of three ways:

(1) a departmental faculty member fills out a form testifying to "proficiency" as a result of an interview with the ITA;

(2) a departmental faculty member fills out a form testifying to "proficiency" as a result of a teaching demonstration by the ITA; or

(3) the ITA receives a SPEAK score of 230 or above.

Thus ITAs can begin teaching without a SPEAK or other test, or indeed with a SPEAK test score below 230, if the department "certifies" them.

Program Structure

Screening. The SPEAK test is given to prospective ITAs at the request of their departments. Although teaching performance evaluations are done as part of the ITA preparation course, the SPEAK test is the only test result accepted throughout the university.

Courses. All potential ITAs who are sent for classes by their departments or choose to enroll on their own must first take the SPEAK test. ITAs with a score of 200-220 are assigned to the *upper level class*. This class meets four hours per week for the fall semester and concentrates on interactive language use in the classroom. This course is offered through the Linguistics Department. Some departments allow their ITAs to take on a concurrent teaching assignment. ITA participants are retested at the end of the course. These scores and a teacher evaluation are forwarded to departments who act upon them as they see fit.

Those ITAs who do not reach the 230 cutoff point may be asked to enroll in a *pronunciation class* in the spring semester. Since the overwhelming majority of students in the program are Chinese, in this class, we are able to concentrate on the specific difficulties confronting Chinese speakers.

Prospective ITAs with a 150-190 SPEAK test score are assigned to a *lower level class*. This class meets eight hours per week for two semesters. This course is offered through the Tutorium in Intensive English and concentrates on basic oral communication skills. ITAs are retested at the end of the course. These scores and a teacher evaluation are forwarded to departments. Some ITA participants may be asked to take the upper level course the following year.

Individuals who score below 150 on the SPEAK test are not accepted into the program. They are referred back to their departments with a recommendation that they be enrolled in the Intensive Program housed within the university.

University of Illinois at Chicago

Orientation. Prior to the fall semester a 12-hour orientation program is offered for incoming ITAs. This program introduces new ITAs to the campus, the neighborhood and to the city of Chicago, as well as to some of the challenges they may face in the U.S. classroom. Language skills are not the focus in this course and ITAs with a variety of backgrounds and proficiency levels may enroll.

Courses are taught either by lecturers in the Linguistics Department or instructors in the Tutorium in Intensive English.

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The University of Illinois at Urbana-Champaign
International Teaching Assistant Program
Office of Instructional Resources and
Division of English as an International Language

The University of Illinois at Urbana-Champaign (UIUC) has had policies and programs in place for international teaching assistants since approximately 1977. In 1987, the Illinois legislature passed a state law requiring "...that each person who is not orally proficient in the English language attain such proficiency prior to providing any classroom instruction to students." As a result, an ad hoc campus committee was formed to clarify the policies and enhance the programs for ITAs. The committee proposed a three-part plan which would provide testing, language improvement, and follow-up measures for all teaching assistants for whom English is not the native language.

The goal of UIUC's ITA program is to ensure the oral English proficiency of international teaching assistants (ITAs) so that they can provide instruction in English in all instructional settings, including the classroom, lab, and office hours. The program further seeks to provide ITAs with:

(1) Linguistic, cross-cultural, and pedagogical strategies necessary for successful instruction;

(2) Acculturation to the professoriate and the U.S. college campus; and

(3) Experiences that recognize, value, and use ITAs' differences when appropriate but do not separate them from their U.S. peers.

The ITA policy and program are mandated and funded through the Office of the Vice Chancellor for Academic Affairs. They are implemented through two campus units: the Office of Instructional Resources (OIR) and the Division of English as an International Language (DEIL). The joint responsibility of these two units provides an important blend of expertise in the areas which most directly affect ITAs: teaching, language, and cross-cultural communication. OIR primarily oversees the SPEAK test, the ITA Orientation, and follow-up measures, while DEIL oversees the ESL courses for ITAs.

Each academic year, the SPEAK test is administered to approximately 500 potential ITAs, ESL courses for ITAs are offered to 130 current and potential ITAs and the Orientation for ITAs is given to approximately 150 ITAs who are new to teaching. The university annually appoints over 2000 TAs with direct classroom teaching responsibilities; about 29 percent are ITAs.

Language Proficiency Requirements

The campus requires that nonnative speakers of English achieve a score of 230 or higher on the TSE or SPEAK test before they can be assigned teaching assistantships which involve oral communication with students. Only those TAs who teach a foreign language class (in which the language of instruction is not English) are exempt.

An appeal process is available through the Graduate College for cases in which the department believes a student is proficient in English despite a score of 220 or lower on the SPEAK. The appeal consists of an oral interview with panel members and a short teaching presentation by the prospective ITA. Panel members include representatives from the Graduate College, OIR, DEIL, the undergraduate student body, and a faculty representative from the appealing department (non-voting).

Prospective ITAs are required to take part in an English improvement activity before repeating the SPEAK test. The Division of English as an International Language offers two courses (*ESL 404* and *ESL 406)* to assist ITAs in enhancing their English language proficiency. These courses last for 16 weeks and are offered on a non-credit basis.

The University of Illinois at Urbana-Champaign

Program Structure

Courses. *English Pronunciation for International Teaching Assistants (ESL 404)* provides rules and contextualized practice for improving the rhythm, melody, and sounds of ITAs' discourse. *Oral Communication for International Teaching Assistants (ESL 406)* provides strategies and practice for potential ITAs to improve their oral communication skills for the context of the U.S. university classroom. To meet the improvement requirement, ITA candidates can also enroll in other ESL courses, take a SPEAK test workshop, or work with a tutor.

Orientation for International Teaching Assistants. All ITAs who pass the testing requirements (SPEAK test, TSE, or Appeal Process), as well as ITAs who teach foreign languages, are required to attend a campus-wide, pre-semester Orientation for International Teaching Assistants during the week prior to their first semester of teaching. ITAs meet for three days for experiences which help prepare them for the linguistic and cross-cultural issues which they may face in the U.S. university classroom. They have the opportunity to interact with international faculty, experienced ITAs, and undergraduate students. They also participate in a videotaped microteaching session in which they receive feedback on their language and presentation skills. Then they join new U.S. TAs for two more days of sessions on pedagogical issues such as lesson planning, understanding students' learning styles, testing and grading, etc. They also participate in a second videotaped microteaching and feedback session.

Instructional Consultations. It is the responsibility of the hiring department to ensure that its ITAs are monitored for oral English proficiency during their first semester of instruction. OIR assists many departments in videotaping and/or visiting ITAs' classrooms and providing consultative feedback. OIR also assists in designing, collecting, and interpreting informal early-semester student feedback and final TA/course evaluations.

There are two ITA staff members with joint appointments in DEIL and OIR whose primary responsibility is the ITA Program. They hold the title of 'Teaching Associate' in DEIL and 'Educational Specialist' in OIR. An additional half-time Teaching Associate in DEIL assists in teaching the ESL courses, DEIL Teaching Assistants and Associates rate the SPEAK test. Other OIR Educational Specialists consult with ITAs on a departmental basis once ITA requirements are completed.

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The University of Kansas
Testing and Training of International Teaching Assistants
Applied English Center

In October 1984 the University of Kansas adopted a policy requiring a score of 240 on the TSE or SPEAK test for all prospective teaching assistants whose first language is not English. This policy was in response to the state-mandated requirement of a minimum score of 220 on the TSE or SPEAK test for all nonnative speakers of English accepting teaching assistantships. The Office of the Vice Chancellor for Academic Affairs charged the Applied English Center with testing the oral proficiency of these students and offering training for international teaching assistants (ITAs). Testing and training began in the fall of 1985.

Language Proficiency Requirements

The SPEAK test is offered at the Applied English Center once a month. Between 175 and 200 SPEAK tests are given per year. Students must wait four months before retesting. ITAs must score 240 or above to teach. Those prospective ITAs who score 200 or higher are eligible to enroll in Classroom Communication for International Teaching Assistants, a course offered through the Applied English Center.

Program Structure

Two courses are offered to train ITAs. One is a semester-long course, and the other is a four-week summer intensive course arranged for individual departments. In both courses the goals of instruction are to learn about U.S. teaching styles and the expectations of U.S. students, to learn and practice effective teaching techniques, and to improve oral English so undergraduate students can understand presentations.

Courses. *Classroom Communication for International Teaching Assistants* is offered in the fall and spring semesters for 16 weeks and during the summer as an eight-week session. During the fall and spring the course meets three days per week, with a one-hour individual tutorial. During the summer session, the course meets four days a week with a one-hour individual tutorial. The course focuses on pronunciation, teaching techniques, question and answer techniques, paraphrasing and discussion. Practice teaching sessions are videotaped with feedback given by the instructor and by other native speakers of English. Students view and discuss their videotaped presentations during tutorials, and work on individual pronunciation, fluency, and vocabulary problems. Full or part-time faculty members serve as instructors.

Each year, 30-50 ITA candidates enroll in the course. Tuition provides 45 percent of the funding for this course, with 30 percent underwritten by the Office of the Vice Chancellor for Academic Affairs and the remaining 25 percent by the Applied English Center.

The *Accelerated Summer English Program (ASEP)* for prospective ITAs is a four-week course offered each July for new graduate students in math and the sciences. Participants receive four hours of instruction per day in three areas: TA training which includes an individualized tutorial; pronunciation; and language practice. In addition, the prospective science ITAs participate in a two-hour daily practicum taught by their department, and math ITAs interact with and are observed by faculty and experienced instructors from the Math Department.

As in the Classroom Communication course, emphasis is placed on teaching techniques, question and answer techniques, paraphrasing and discussion. Practice teaching sessions are videotaped with feedback given by the instructor during tutorials. Students view and discuss their videotaped presentations during tutorials, and work on individual pronunciation fluency and vocabulary problems. They are given stipends to cover their expenses for the month and are guaranteed employment for the academic year as research assistants if they are not qualified to begin teaching in the fall semester.

Typically there are 9-13 prospective ITAs enrolled in the ASEP course each summer. Funding for this course is paid 25 percent from tuition. The College of Liberal Arts and Sciences (where the math and science departments are housed) and the Office of International Studies and Programs pay for 70 percent. The remaining 5 percent is funded by the Office of the Vice Chancellor for Academic Affairs. Funds for the science practicum and stipends come from the College of Liberal Arts and Sciences.

For both courses, students take the SPEAK test as an exit exam and a videotape of their final presentation is evaluated by a panel of experienced teachers. Students who receive a score of 240 are permitted to teach. Those who receive a score of 230 and who have strong teaching skills as exhibited in their final presentation are given permission to teach with recommendations for further improvement in their oral skills if needed. Those with scores below 230 are not certified to teach and may enroll in further English instruction if they choose.

Additional Programs. Each fall the Applied English Center participates in a *one-day workshop* for new teaching assistants which is sponsored by the Office of the Vice Chancellor for Academic Affairs. One and a half hours of this day-long workshop is designated for ITAs. The Applied English Center organizes a panel of experienced ITAs who discuss problems typically encountered by ITAs and offer suggestions for handling these problems.

A related *course in presentation skills* is also offered by the Applied English Center. This course is designed for graduate students who score below 200 on the SPEAK test and who need to improve their oral proficiency to enter the Classroom Communication course. It is also intended for international graduate students who will make professional or academic presentations but who will not be teaching.

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The University of Michigan
International Teaching Assistant Training and Development
Center for Research on Learning and Teaching and English Language Institute

The International Teaching Assistant (ITA) Training and Development Program offers, in collaboration with the English Language Institute, three week intensive workshops designed to prepare international graduate students for their roles as teaching assistants. The program also offers follow-up services, such as classroom observations, individualized consultation, and scheduled group meetings, to provide support to ITAs during the critical first year of teaching. The first workshop was piloted in 1985. Since 1987 when the College of Literature, Science and the Arts made the workshop a requirement for all international teaching assistants (ITAs), two workshops have been held annually.

Language Proficiency Requirements

Following the workshop individuals receive written evaluations by workshop staff and are tested independently at the English Language Institute (ELI). These assessments are used to determine readiness for teaching, the appropriate level of assignment, and recommendations for further course work at the ELI. The oral screening, conducted by a member of the ELI testing staff and a faculty member from the graduate student's department, combines an oral interview, a role play, a presentation, and responses to videotaped questions. Although the average TOEFL score for participants is relatively high (623 for those admitted for 1993), approximately one quarter of the workshop participants are generally referred for further coursework at the ELI prior to placement and must re-take and pass the ITA screening before receiving a TA assignment. Others may be expected to take concurrent coursework. In addition to courses on such topics as Pronunciation, Listening, Voice and Articulation, the ELI offers a range of courses specifically for ITAs, including ITA Interaction Skills, Introduction to ITA Work, and an ITA Practicum.

Program Structure

Workshop. Two workshops are offered annually. One is offered each May for graduate students already on campus and another in August for those newly arrived and expected to begin teaching during the first year of graduate studies. The purposes of the workshops are threefold: (1) to broaden and strengthen each participant's repertoire of teaching skills; (2) to increase awareness of U.S. educational practices and U.S. culture; and (3) to improve fluency in the English language. Workshop instructors employ a variety of methodologies, including extensive videotaping, small group discussions, role playing, language laboratory sessions, panel discussions and occasional lectures. The format provides an opportunity for extensive practice of English in an informal academic setting. It also establishes a basis for an ongoing support network among ITAs.

The curriculum of the workshop continues to evolve depending on the developing needs of ITAs, current issues in the classroom, departmental suggestions, and feedback from previous participants. The program emphasizes active learning and the development of a classroom climate that fosters constructive interaction and critical thinking. Participants are trained in methods of questioning, problem solving, and discussion. The core of the workshop includes videotaped practice teaching sessions, designed to be progressively longer and more interactive as the workshop progresses. Participants receive feedback from one another, from workshop faculty, and from experienced TAs, as well as through self-reflection and examination of the videotapes. Undergraduates are included in several of the teaching simulations and the feedback process. These undergraduate students are prepared and reimbursed for their involvement in the workshop.

Approximately 65-70 graduate students each year enroll in one of the two workshops. Also, participants are enrolled in a one credit hour course, "College Teaching in the U.S.: Pedagogy, Culture and Language." Tuition is paid by the university.

Additional Programs. Participants are also encouraged to take advantage of individualized follow-up services. Center for Research on Learning and Technology (CRLT) staff members observe (and often

videotape) classes and provide *consultations*, as initiated by individual ITAs, departments, or workshop staff. Methods of *mid-term assessment* are also offered, including the use of the Small Group Instructional Diagnosis (SGID) and the use of an early feedback form. The ELI provides a seminar and practicum as well as a Speaking Clinic for those ITAs who have been approved for teaching but are in need of language support services during their first semester of teaching.

Funding for the program has been shared by the offices of the Vice President for Academic Affairs and the Dean of the College of Literature, Science and the Arts, as well as by the Center for Research on Learning and Teaching and the English Language Institute. One of the strengths of the program is that it is a collaborative effort of the two units; staff and faculty from both CRLT and the ELI work closely in program design, teaching and evaluation, as well as in conducting research and making joint policy recommendations to the university. ITA services are based on principles of intercultural sensitivity and respect and a learner-centered pedagogy - with an awareness that the staff are continuing to learn, as are the participants.

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University of Minnesota
Teaching Assistant English Program
Minnesota English Center, Department of English as a Second Language

The Teaching Assistant English Program (TAEP) at the University of Minnesota works with non-native-English-speaking teaching assistants on the linguistic, cultural, and teaching skills they need to become successful teachers in the U.S. The first course for these TAs was offered in 1979 with an internal grant from the university; subsequent courses were funded by the ESL program, the graduate school, departmental fees, and a NAFSA grant. In 1983, the state legislature mandated the University of Minnesota to ensure that all non-native-English-speaking teaching assistants were "proficient in speaking, reading, and writing the English language as it is spoken in the United States," and the TAEP was established.

The Teaching Assistant English Program seeks to improve ITA language skills while providing ITAs with information about the expectations of U.S. university students and practice in effective techniques for the U.S. university classroom. TAEP instructors individualize their approach to each ITA to encourage each person to maximize his/her classroom communication skills.

Language Proficiency Requirements

Current University of Minnesota policy requires departments to refer all non-native-English-speaking TAs (whether international students or U.S. residents) to the TAEP for screening before hiring them for positions requiring any type of instructional contact with undergraduate students. ITAs who score below 230 points out of 300 on the comprehensibility scale of the SPEAK test, an institutional version of the Educational Testing Service's Test of Spoken English (TSE), must enroll in a nine-week, 35-hour course in classroom communication skills. At the end of the course, ITAs take the ITA Test, a ten-minute presentation with question/answer session which is evaluated by a panel of instructors from the program. Those who pass are cleared for teaching; those who do not are limited in terms of the types of TA responsibilities to which they can be assigned and are required to take additional coursework.

Program Structure

The TAEP offers six different quarter-long courses (first, second, and third quarter courses in *Classroom Communication Skills for ITAs*, a *pronunciation class*, an *observation-tutorial course*, and a *tutorials-only course*) as well as a special three-week intensive Pre-Academic International TA Orientation Program.

Courses. The first-quarter of *Classroom Communication Skills for ITAs* is a 35-hour English language skills and teacher preparation course with four ITAs in each section. ITAs in the course participate in videotaped microteaching sessions structured around field-specific tasks and receive instruction in pronunciation, interaction techniques, and intercultural skills, along with preparation for teaching in higher education. In weekly tutorials, ITAs review videotapes of their teaching performance and work on individual language problems.

ITAs who do not pass the ITA test continue in individualized second and third quarter classes. ITAs who demonstrate adequate cultural and teaching skills but whose pronunciation may still interfere with student comprehension may elect to take the *pronunciation class*. In the *observation-tutorial course*, ITAs who have been cleared for classroom instruction but who are not yet exempt from the English requirement are observed regularly and receive feedback along with weekly tutorials. International faculty or ITAs who have problems that cannot be addressed adequately in the other classes may enroll in a *tutorials-only course*.

Pre-Academic International TA Orientation Program. The Institute of Technology funds the Pre-Academic International TA Orientation Program for all of its new ITAs. The program pays ITAs a small stipend to arrive early for 42 hours of work in intensive language instruction and teacher development before the beginning of fall quarter. ITAs in the program are grouped by department and are assigned a

resource TA from their field in addition to their ESL instructor. Workshops on topics such as student expectations and diversity issues are also offered.

Over the past ten years, more than 100 university departments and programs (with an estimated compliance rate of 95 percent) have referred ITAs and other university employees for testing and coursework. Around 260 ITAs take the SPEAK test each year and about 180 enroll in the program. Over one-third of those who enroll take more than one quarter of coursework. The majority of the enrollees are from departments in the Institute of Technology and are native speakers of Chinese or Korean.

In addition to a full-time coordinator and a part-time administrative assistant, the program hires three full-time instructors and additional part-time instructors at percentages equivalent to two to three more full-time employees, depending upon quarterly enrollment. Staff members are allotted a six percent appointment for each ITA they are assigned; appointments range from 1-13 ITAs per quarter. All instructors are experienced English as a Second Language specialists; most have M.A.s in ESL with several years of college-level teaching experience.

Although housed in the Minnesota English Center, Department of ESL, the TAEP is funded by the Office of Human Resources (Academic Affairs). Screening, administrative costs and half of the instructional cost of the program are financed by the Office of Human Resources. The remaining instructional cost is financed by tuition from participating university departments. The Pre-Academic International TA Orientation Program is funded by the Institute of Technology for its students. The annual budget for the program is $175,000.

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University of Missouri - Columbia
International Teaching Assistant Program
Program for Excellence in Teaching

The International Teaching Assistant (ITA) Program was established in 1986 by the Provost as part of a plan to strengthen the support of teaching assistants at the University of Missouri-Columbia (MU). Program staff work with international teaching assistants (ITAs) in the areas of English language proficiency and teaching. In February of 1986, the Board of Curators of the University of Missouri approved a policy concerning teaching assistants for whom English is a second language. The policy's features are the same as Senate Bill No. 602 which was made into law by the Missouri State Senate effective August 13, 1986. The policy includes the following requirements:

> New ITA applicants for whom English is a second language (1) may not be assigned teaching duties in their first semester at MU except in individual cases that meet requirements for waiver by the Chancellor, (2) must be tested at no cost to the students for their ability to communicate in a classroom setting and (3) are required to receive a cultural orientation in preparation for teaching. An ITA applicant is a graduate student who did not receive both primary and secondary education in a nation in which English is the primary language.

The ITA Program is part of the Program for Excellence in Teaching (PET) which assists faculty and teaching assistants in strengthening the quality of teaching and learning at MU. PET is funded through the Provost's office and reports to the Vice Provost for Minority Affairs and Faculty Development. PET staff include a director and full-time faculty development specialist, a half-time graduate research assistant and a full-time secretary.

PET serves 970 TAs, 170 of whom are international students from more than 25 countries. Services for ITAs include language proficiency screening, cultural orientation and instructional development. PET also conducts an outreach program to help U.S. undergraduate students learn skills for intercultural classroom communication. For example, each year, as many as 4,000 undergraduates receive a PET brochure designed to inform undergraduates about teaching assistants, including international teaching assistants. The brochure offers suggestions for facilitating classroom communication and includes a special section about interacting with ITAs.

Language Proficiency Requirements

PET assesses the English language proficiency of all ITA applicants. There are two parts to the language screening procedure. The SPEAK test is given to assess spontaneous oral English. Applicants also give a ten-minute teaching demonstration on a topic assigned by a department faculty member. Each teaching demonstration is attended by a department faculty member, a PET representative, an instructor from the English Language Support Program and two volunteer students who ask questions at the end of the applicant's lecture. For the convenience of the department, the demonstrations are done on location in a classroom, conference room or lab as close as possible to the department offices; this also gives PET staff the opportunity to get to know department faculty and staff. PET staff videotape the demonstration so the tape can be reviewed later if necessary. The faculty and staff are asked to complete an assessment form immediately after the demonstration. The students are invited to write freely of their impressions of language proficiency and to provide other helpful comments.

The SPEAK test is used as a general measure of spoken English proficiency, and the teaching demonstration shows the applicant's ability to compensate for language deficiencies in a classroom or lab setting. Each applicant is placed in one of five categories related to language demands in specific teaching settings, ranging from independent lecturing to no interaction with students. Applicants who pass are carefully matched with teaching duties that fit their language proficiency level. Those who do not pass may apply to take the course in spoken English for international graduate students offered by the English Language Support Program.

Program Structure

All applicants who pass the language assessment and are appointed as TAs are required to participate in the following PET teaching and follow-up programs:

Summer Teaching Program (STP). STP is designed to prepare new ITAs, usually about 35 ITAs, for their first teaching experience at the University of Missouri-Columbia. The program consists of one week of intensive teacher-training followed by one day of workshops with new U.S. TAs. During STP, instructors, experienced TAs and undergraduate students join together to work with new ITAs on relevant topics, such as learning styles, critical thinking, active learning, intercultural communication in the classroom, promoting discussion, small-group work, U.S. classroom culture, sensitivity to issues of underrepresented groups and current campus issues. ITAs are videotaped during microteaching sessions and receive feedback from instructors, experienced TAs and undergraduate students. ITAs also learn about the results of PET research on undergraduates' written comments from the Early Feedback Forms (described below).

Follow-Up Program.

Undergraduate brochures. International teaching assistants are asked to distribute the undergraduate brochures about TAs and ITAs to their students during the first week of the semester. Suggestions are made for using the brochure as a jumping-off point to discuss undergraduates' anxiety about language and culture differences.

Early Feedback Forms. After the first five weeks of the sixteen-week semester, all new ITAs distribute Early Feedback Forms to their students to gather feedback about teaching and language. PET staff type the students' written comments, and each ITA receives a printout of ratings and the typed comments. TA coordinators and course coordinators are asked to review these formative results with the new ITAs.

Observation. Each new ITA is observed by a PET staff member in the middle of the semester; videotaping is optional. Feedback sessions are held in PET offices where new ITAs can discuss events that have occurred during their first teaching experience. During this visit ITAs often have specific requests for resources from our library of teaching materials.

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University of Missouri - St. Louis
International Teaching Assistants Program
Graduate School

The International Teaching Assistants (ITA) Program was established in 1987. Since its inception, the program has evaluated 71 students with 59 students participating in the semester-long orientation class. The program is housed in the Graduate School with funding provided by the office of the Vice Chancellor for Academic Affairs.

Language Proficiency Requirements

Missouri Law and the University of Missouri Board of Curators' mandate states:

> No graduate student for whom English is a foreign language shall be given a teaching appointment during his/her first semester of enrollment at the University of Missouri. Exceptions to this policy will be evaluated on an individual basis and must have the approval of the Chancellor.
>
> All graduate students for whom English is a foreign language shall be tested for their ability to communicate orally in English in a classroom setting prior to receiving a teaching appointment. Such testing will be available at the University of Missouri at no cost to the graduate student.
>
> All graduate students who have not previously lived in the United States shall be given a cultural orientation to prepare them for their teaching appointment.

International teaching assistants' (ITAs) language proficiency is assessed in various ways: (1) oral interview; (2) SPEAK test; (3) pronunciation screening test; and (4) video teaching demonstration. The oral interview provides the opportunity to determine how well the ITA understands everyday English and is able to communicate general personal background in a one-on-one setting. This is a "warm-up" segment of the screening procedure, which then presents the ITA with a question-handling task typical of U.S. student concerns. The SPEAK test evaluates the ITA's pronunciation, fluency, grammar, and overall comprehension. The pronunciation screening test identifies ITAs with language differences that can interfere with their teaching performance. A diagnostic work-up interpreting the test results is prepared. Later pronunciation tutorials are arranged during the fall semester to change or alleviate such language differences. The ITA presents a "mini" lesson (10 minutes) on a predetermined topic in his/her field which is videotaped. The ITA is evaluated on appropriate nonverbal behavior, English proficiency, and overall comprehensibility.

Evaluation of the ITA's proficiency is accomplished by examining the results of the SPEAK test, teaching demonstration, oral interview, and pronunciation screening test. This provides a measure of the ITA's strengths and weaknesses. One of these measures alone does not provide sufficient information, but together they can provide baseline data for individual instruction according to the ITA's needs.

Program Structure

The ITA Program consists of two parts. The first is a week-long workshop and the second part is a semester-long orientation class.

Workshop. The workshop runs in conjunction with the Office of Student Affairs' International Students Orientation Week. The afternoons are spent giving each ITA an oral interview, SPEAK test, pronunciation screening test, and video teaching demonstration.

Orientation Class. During the semester-long orientation class ITAs are given a pre- and post-SPEAK test, and a pre- and post-video teaching demonstration. Although there is no minimum SPEAK test score required for ITAs it is recommended that a score of 240 or above be achieved. Primary objectives of the class are: (1) to teach appropriate communication skills needed in dealing with U.S. students; and (2) to provide assistance in presentation techniques for teaching in U.S. classrooms. In particular, the cultural orientation training provides ITAs a forum for discussion of the characteristics of U.S. learning and

teaching styles, including academic "subcultures" and cross-cultural communication for teacher/student interaction. Additionally, ITAs are provided background information on the U.S. educational system in general and the expectations and behaviors of U.S. undergraduates in particular. The language of the classroom--listening, questioning, explaining, restating, analyzing, summarizing--and nonverbal communication are discussed and practiced throughout the course.

At the end of the semester class, a profile of each ITA participant's skills and test scores is assembled. This, along with a recommendation on teaching ability, is submitted to the director of graduate studies in the ITA's home department.

Currently the ITA Program is taught by a part-time instructor. A consultant is hired to provide the pronunciation testing and three part-time raters are used to assess the test results for the SPEAK test.

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The University of Nebraska - Lincoln
International Teaching Assistant Program
The Teaching and Learning Center

The Institute for International Teaching Assistants (ITA) was established in the summer of 1988. The following year, a fall semester Institute which provides the same number of instructional hours was added. The ITA Program was supported by the Vice Chancellor for Academic Affairs, initiated by The University of Nebraska-Lincoln (UNL) Teaching Council and implemented by the Department of English, English as a Second Language, the office of International Affairs, and the Teaching and Learning Center (TLC). It is located in the Teaching and Learning Center and directed by TLC staff. The TLC is under the Senior Vice Chancellor for Academic Affairs whose office funds the program. Additional staff and supplies are funded by summer sessions.

Although there was no legal mandate to train ITAs in 1988, there was considerable comment and pressure from a number of sources to do *something*. Since then, there have been legislative initiatives; however, the legislators were persuaded that the existing program already exceeded the requirements they had planned. The university voluntarily adopted the following policy: "It is the policy of The University of Nebraska-Lincoln that all individuals for whom English is not their native language must successfully complete the Institute for International Teaching Assistants which includes the assessment plan in order to receive a teaching or other student contact assignment."

Language Proficiency Requirements

Until 1993, international graduate students were screened for admission to the Institute by faculty from the ESL Intensive English Program who also designed the test. In 1993, all students were required to take the SPEAK test or the Test of Spoken English (TSE). We admit students with a score of 180+ because they will receive about 15 hours of intensive language instruction during the Institute. Students are grouped by the language teachers on the basis of their scores. The instruction is intensive--50 to 60 students are divided into six groups for both language and microteaching. Classes last six hours a day.

Evaluations are conducted by a panel which includes a faculty member from the student's department, an ESL rater, Institute faculty and an undergraduate student. Candidates are found either ready or not yet ready for teaching. Approximately 65 percent are judged ready for teaching by the panel and of these about 80 percent of them receive student contact assignments during the following year. Those who are not ready may need to take more spoken language lessons and/or repeat the Institute. A spoken English credit course is offered for a fee and consultation with the TA Consultant is available by appointment.

About three to five students a year are permitted to be evaluated by the panel without taking the Institute. An ITA candidate qualifies for this on the basis of high language scores, previous experience teaching in a U.S. college or university and permission from the Vice Chancellor's office. If the panel finds an individual is not ready, s/he is required to attend the Institute.

Program Structure

Institute. The goal of the Institute is simple and direct: to prepare international graduate students to speak comprehensibly, to use basic U.S. teaching practices and to become aware of cultural differences between their own system of higher education and that of The University of Nebraska-Lincoln. The program designed to achieve this goal is presented during a three-week-period in July and August and again in the fall as a semester-long course. Each day students receive a spoken language lesson and training in pedagogy. Topics this year included: Production and use of visuals, classroom questions, teaching a process, working one-on-one, establishing rapport, and how to handle the first day of class.

ITA candidates prepare and present short lessons incorporating the ideas and skills taught. Their presentations are videotaped about seven times during the Institute. In addition, seminars on cross-cultural communication, university policies on diversity, affirmative action and sexual harassment,

profiles of UNL students and question and answer sessions with undergraduate students are also scheduled.

Additional Programs. Follow-up consists of an observation during the fifth through eighth weeks of teaching plus feedback gathered from the class who complete the Teaching Analysis by Students (TABS) survey. One or more consultations are scheduled after the observation and copies of pertinent information are sent to the student's department.

Permanent staff is the TLC Instructional Consultant for TA Programs. For the Institute during the summer, two language teachers, two graduate assistants and several undergraduate students are employed. During the Fall Institute the TLC consultant and a language teacher (4 hours per week) are the only staff.

Approximately 100 international graduate students attend one of the two Institutes each year and since 1988, representatives of 34 countries have participated.

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The University of Nevada, Reno
International Teaching Assistant Program
Graduate School Instructional Development

The Training Program for International Teaching Assistants (ITAs) at the University of Nevada, Reno was established in 1986. Its primary goal is to assist ITAs whose native language is not English perform their roles as effective teaching assistants. The three main areas of training are pedagogical skills, language and communicative competence, and cross-cultural adjustments. The ITA Program provides services to approximately 40 ITAs per year in over 15 departments on campus. These ITAs work with undergraduates and graduate students in various instructional settings, such as tutorial services, lab assistance, leading laboratory sections, paper grading, and leading discussions sections. They often have full instructional responsibility for a course.

The ITA Program is funded on a 12-month basis by grants and contracts through the Graduate School and is administered through the Graduate School Instructional Development (GSID) Program. The GSID staff consists of one full-time director and two part-time training specialists. The primary purposes of the program are to insure that graduate teaching assistants are adequately prepared and qualified to fulfill their roles as TAs and to increase the quality and effectiveness of the instruction done by TAs at the University of Nevada, Reno.

Language Proficiency Requirements

The SPEAK test is administered to all TA candidates whose native language is not English. The Graduate School stipulates that ITAs must receive certain minimum passing scores (i.e., pronunciation 2.3 and overall comprehensibility 230) in order to be eligible to teach in the classroom.

Program Structure

To fulfill these purposes mentioned above, the GSID staff provides the following services:

Campus-Wide Program. All new teaching assistants participate in a campus-wide program, starting with a four day pre-semester orientation. This orientation addresses teaching methodologies, professional responsibilities, cultural considerations, legal concerns, and instructional and personal support services.

Student Feedback Sessions. In order to insure that the highest quality of teaching is taking place, a GSID staff member observes the ITA's lesson, then speaks privately to the students about the ITA's teaching style, English speaking and comprehension abilities, use of the blackboard, rapport between ITA and students, and other factors. Results from this session are relayed to the ITA to help enhance his/her teaching effectiveness.

Instructional Consultations. GSID staff offer classroom observations and videotaping, followed by private consultations. All ITAs are videotaped in their classrooms, in order that a GSID staff member and the ITA are better able to assess the ITA's teaching performance. After the ITA has viewed the videotape, a follow-up one-on-one meeting with the GSID staff member takes place. At this time constructive feedback, praise, and support are offered.

TA and ITA Enhancement Meetings. All new ITAs are required to attend TA and ITA seminars throughout the semester. These seminars provide helpful information and ideas designed to address the various challenges encountered by ITAs and to hone their teaching skills.

The University of Nevada, Reno

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The University of North Carolina at Charlotte
International Teaching Assistant Program
The English Language Training Institute

In 1989, the Office of Academic Affairs and the Graduate School responded to a report by the International Student Study Committee (following a NAFSA consultation) by initiating a campus-wide orientation for graduate teaching assistants (TAs) and international teaching assistants (ITAs). This orientation program has been coordinated and funded through the Graduate School. The ITA portion of the program, provided by the English Language Training Institute (ELTI), has consisted of a day-long orientation and English language/communication skills assessment at the beginning of each fall semester.

In addition, The University of North Carolina at Charlotte (UNCC) approved a semester-long support workshop to benefit those ITAs who were assessed as not ready for classroom teaching. This workshop began as a two-hour per week class attended by ITAs sent by their departments. By the second year, the Graduate School made assistantships contingent on attendance by those recommended by the ELTI. The program, in its fourth year, provides support for more than 30 ITAs each year.

Language Proficiency Requirements

The language assessment consists of videotaped presentations in which the ITAs are asked to do the following:

- Biographical warmup (2-3 minutes);
- Describing a course syllabus: The ITA candidate describes a syllabus from an introductory-level course in his/her field (5 minutes); and
- Fielding questions: The ITA candidate answers questions arising from the presentation (5 minutes).

Two raters from ELTI determine whether the ITA is Ready for Classroom Teaching, Ready with Reservation, or Not Ready, based on the rating instrument in Smith, J., Meyers, C., & Burkhalter A. (1992). Communicate (pp. 171-177). ITAs assessed as Not Ready are required by the Graduate School to attend the ITA Support Workshop; individual departments have the option of requiring the workshop for those ITAs assessed as Ready with Reservation. Results of the assessment are sent to the Graduate School, the deans of the appropriate colleges and the ITAs' departments.

Program Structure

ITA Orientation. In the orientation, the ITA Program Coordinator and Assistant Coordinator, along with other university faculty and "veteran" ITAs, welcome the ITAs to the university and introduce them to various dimensions of their life here as ITAs. This serves to make them feel more comfortable in their roles as teachers as well as international graduate students. Efforts are made to point out what they can expect from U.S. classrooms, students, and faculty. Finally, they are given an overview of the language assessment which takes place in the afternoon.

ITA Support Workshop. For those ITAs assessed as Ready with Reservation or Not Ready for Classroom, a term-long support workshop is offered in the fall. The workshop, taught by the ITA Coordinator, meets three hours a week and focuses on intensive pronunciation and language skills, classroom and lab presentation, and cultural adaptation. As much as possible, instruction reflects the varied duties of the ITAs at UNCC, (i.e., lecturing, leading lab sessions, and conferencing). The ITAs required to participate in the workshop receive no academic credit, but are given reduced workloads in their assistantships while they are attending the workshop. At the end of the workshop, the ITAs are assessed again and recommendations are made to the departments. ITAs are encouraged to return to the workshop instructor the following semester for assistance with ongoing language problems. ELTI has recently begun to offer follow-up observations to departments as part of the workshop. These

observations provide support for the ITAs rather than evaluation, although the department receives copies of the observation notes.

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The University of North Texas
International Teaching Assistant Training Program

Established voluntarily in 1982, the International Teaching Assistant (ITA) Training Program at the University of North Texas is now in compliance with Senate Bill 1, passed by the 70th Texas Legislature in 1988. The program, offered at no cost to the students, is jointly sponsored by the Office of the Provost and Vice President for Academic Affairs and the Intensive English Language Institute. As legislated, its purpose is to train, evaluate, and assist current and prospective international teaching assistants, teaching fellows, and research assistants (ITAs) whose first language is not English. The goal is to ensure that all courses at the university be clearly taught in English.

To assist about 75 graduate students each year, the ITA Training Program staff is made up of one coordinator and three to five workshop leaders each semester of the year.

Program Structure

The program consists of three phases: (1) an initial English language competency screening; (2) a formal course designed to improve the ITA's language skills; 3) an extensive evaluation of the course participants that includes recommendations for teaching responsibilities.

English Language Competency Screening. International graduate students applying for a TA position must go through language screening before a panel made up of department faculty and ESL professionals from the Intensive English Language Institute. The diagnostic screening involves a demonstration speech, evaluated on a 300 point scale that takes into consideration pronunciation, grammar, intonation, fluency, and comprehensibility. On the basis of their performance, ITAs are required to (1) take a basic skills course in pronunciation prior to taking the ITA training course; (2) take the ITA training course during their first semester of teaching; or (3) they are exempted from the program.

Course. Funded by the Provost's Office, the ITA Training Program in communication skills is a non-credit course offered for a 12-week period each semester. The course goals are to improve language skills, to discuss nonverbal communication skills, and to analyze basic techniques for effective teaching. The two-hour course includes a weekly lecture and a weekly workshop session. Individualized assistance is available in a pronunciation class, provided by an instructor or as a tutorial in the language lab, using multi-media computer software, traditional audio tapes, and videotapes.

Evaluation. The final evaluation of student performance is based on a short lecture. This presentation is on a subject selected by the participant from his/her major field of study. It may be videotaped or presented before a panel, depending on the preference of the department. Each presentation, however, is evaluated by a panel which usually includes at least one invited departmental representative. The panel makes a recommendation for ITA responsibilities in the following categories:

Certified: The ITA can assume full teaching responsibility as needed by a department.

Conditionally Certified: The ITA should be given teaching responsibility only in a class where a senior teacher is present.

Not Certified: The ITA should be given no speaking responsibility in a class or laboratory.

The ITA Program is offered as a service to the academic units and to their international graduate students. Recommendations are based on and only relate to language communication competencies for teaching.

The University of North Texas

Contact for International Teaching Assistant Training Program:

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The University of Pennsylvania
The International Teaching Assistant Training Program
English Language Programs

Offered since 1983, the International Teaching Assistant (ITA) Training Program at the University of Pennsylvania is organized and taught by a mix of full- and part-time staff in the English Language Programs (ELP) with major funding coming from the School of Arts and Sciences. The program includes intensive English language and pedagogical training during the summer with a follow-up course in the fall semester. Students enrolled in the summer program, from departments within the School of Arts and Sciences, are provided with tuition and a monthly stipend. Students from other schools within the university must seek financial support from other sources. The aim of the program is to help international teaching assistants (ITAs) improve their overall English language proficiency and intelligibility, expand their knowledge of the U.S. university system and its students, and sharpen their pedagogical and linguistic skills for the classroom context.

Language Proficiency Requirements

Although the ITA Training Program was originally developed in response to concerns generated by the university community, in 1990 the State of Pennsylvania also became officially involved by passing the Pennsylvania English Fluency in Higher Education Act which requires that all new personnel who instruct undergraduate students be certified as fluent in English. The University of Pennsylvania defines "fluency" as the ability to be intelligible to a non-specialist about the topic under discussion, despite accent or occasional grammatical errors. Other features include having a broad vocabulary and sufficient ability to comprehend spoken English in order to avoid misunderstandings. When misunderstandings occur, the speaker must be able to resolve these through negotiation. Also, a speaker should be able to clarify ambiguous questions, to paraphrase or restate points, and to defend an opinion when challenged.

A student may demonstrate fluency by either receiving a score of 270 or higher on the Test of Spoken English (TSE) or a rating of Superior on an ACTFL Oral Proficiency Interview. If a student has not taken these tests, then s/he must take the SPEAK test. As with the TSE, a score of 270 or higher permits certification as fluent in English. Any student who receives a score of 220 to 260 on the SPEAK test or TSE has the option of taking the Interactive Performance Test. This test is designed to evaluate the fluency and intelligibility of English spoken by nonnative instructors in a simulated classroom setting wherein the examinee gives a 10-minute prepared lecture on a topic specific to his/her field of study before a panel of raters who listen and ask questions related to the lecture. If the student passes this test, then s/he may also be certified as fluent in English.

Program Structure

SPEAK test scores also serve to place students within the ITA Program. Those with scores of approximately 200 or lower are placed in the lower level group. Those with higher scores go to the upper level group.

Courses. To meet the program's goals, three courses are offered: *Intelligibility*, *Conversational English*, and the *Language of Teaching*. Each of these focus on different skills identified as central to the definition of fluency. These include such linguistic skills as accuracy of pronunciation and grammar, interaction skills related to a variety of speaking activities, and the various linguistic and rhetorical skills required for effective lecturing or debating. ITA participants are also provided with weekly individual tutoring.

Most participants come from the departments of Chemistry, Economics, Mathematics, and Physics. Although the majority of students are from East Asian countries, the program participants in 1992 and 1993 represented such countries as the People's Republic of China, Taiwan, Hong Kong, Japan, Korea, Vietnam, Thailand, India, Egypt, France, Germany, Italy, Spain, Finland, Russia and Brazil.

The University of Pennsylvania

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University of Pittsburgh
Services Available to International Teaching Assistants or Teaching Fellows

The University of Pittsburgh does not have a single, specific program for international teaching assistants (ITAs). Rather, a variety of programs meet the English-language improvement and teacher training needs of ITAs at the University of Pittsburgh. Programs include an oral interview test and language improvement courses administered through the English Language Institute, a teaching assistant (TA) orientation, workshops for TAs, and a course in university teaching for TAs given through the Office of Faculty Development (OFD), as well as orientation and teacher training programs administered by individual departments, schools, and colleges.

Language Proficiency Requirements

Since 1978, the University of Pittsburgh has administered a testing and language improvement program for its international graduate students appointed as TAs or teaching fellows (TFs). In 1990, the Legislature of the Commonwealth of Pennsylvania enacted a law which required institutions of higher education in the Commonwealth to certify that all instructors of undergraduates are fluent in English. The university has taken enactment of this legislation as an opportunity to evaluate and improve the previous program administered through the English Language Institute (ELI).

English language testing for all new ITAs and TFs is now required and conducted by ELI before classes begin each semester. A score of 4 or 5 on an oral interview test given by ELI professionals is necessary to teach a recitation section or a class. Those ITAs/TFs who receive a score of 3 may only be given laboratory assignments and are required to take part in weekly one-hour tutoring sessions which focus on English language improvements. These sessions meet for approximately 13 weeks and are conducted by ELI instructors. Those who receive scores of 1 and 2 may only be assigned activities such as grading and are required to take *Linguistics 0018*. *Linguistics 0018* is taught by ELI instructors and focuses on language improvement, giving presentations, and working with students. ITAs/TFs receiving a score of 1, 2 or 3 are retested along with new ITAs/TFs.

Program Structure

Courses. *Linguistics 0018* uses the text and videotape, Techniques for Teachers. A Guide for Nonnative Speakers of English by Ann Wennerstrom (University of Michigan Press, Ann Arbor, 1991). Extensive language tutoring is provided throughout the course with ELI assistant instructors four hours per week, along with one hour of classroom instruction per week emphasizing classroom teaching skills and cross-cultural information.

Linguistics 8, a conversation course, is required for those ITAs who receive scores of 1 and 2, and is also available to all international students. The emphasis is on in-class work, including class participation, oral presentations and pronunciation practice.

Faculty Development 2200 became mandatory for all new TAs/TFs in the College of Arts and Sciences beginning in the fall 1993. The course is offered in the fall and spring semesters by OFD. Courses on teaching may be required by individual departments, or may be available to TAs/TFs by individual selection or upon recommendation of supervising faculty.

Additional Programs. Teacher training needs of ITAs who receive scores of 3-5 are met in a variety of ways. These include: (1) *departmental* and *college* or *school TA training programs* and *courses*; (2) *workshops* related to teaching in the U.S. university setting offered by OFD; and (3) a *university-wide orientation* required for all new TAs and TFs. In these programs, ITAs may receive training along with other TAs and TFs, or may attend some workshops specifically designed to assist ITAs.

In addition, OFD provides videotaping services which include classroom videotaping upon request of the TA/TF or of supervising faculty. OFD consultants offer confidential consultations of TAs' videotaped

classes. Videotaping and consultations are also provided by OFD for videotaped practice teaching conducted in a departmental course on teaching for new TAs/TFs upon request of the course instructor.

In sum, approximately 167 ITAs (i.e., 37 percent of the TA population) used OFD services during the 1992-93 academic year. For the 1994-95 academic year, OFD expects the total number of ITAs using its services to increase, both as a consequence of its increased visibility on campus and the decision to make orientation programs for the coming fall and spring mandatory. A conservative estimate would be approximately 250 ITAs total.

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The University of Southern California
International Teaching Assistant Program

To insure the highest quality of instruction in the classrooms and laboratories, the Provost has mandated that all departments at The University of Southern California (USC) must provide new teaching assistants and assistant lecturers training that will prepare them for their duties and responsibilities. In addition, all new international teaching assistants (ITAs) who are assigned duties that require student contact must have demonstrated competence in English language communication, prior to the start of such duties. For the new ITAs, the testing and language training is administered by the Testing Bureau and the American Language Institute (ALI) and a month-long Central ITA Summer Workshop is sponsored by the Center for Excellence in Teaching, located in the Graduate School.

English Language Proficiency

All new TAs for whom English is a second language, or who have not earned their baccalaureate degree in the United States or who have not submitted a Test of Spoken English (TSE) score of 240 or higher must demonstrate their competence in spoken English before assuming classroom or laboratory duties. For 1993-94, these new ITAs will demonstrate their competence in the following ways:

> *International Student English Exam.* Most new international students and ITAs must take the International Student English (ISE) Exam administered by the Testing Bureau. The ISE contains an oral portion. Those ITAs who score 6 or higher on the oral portion are cleared for classroom duties. Those ITAs who score 3 or lower are not cleared for classroom duties. Those ITAs who score 3.5-5.5 on the oral portion will be required to enroll in a designated two-unit ALI course in conjunction with their assignment of classroom duties.

Some international students present special circumstances, and those exceptions will be handled as follows:

> *TOEFL.* New ITAs who score 600 or more on the Test of English as a Foreign Language (TOEFL) are not required to take the ISE but they must still demonstrate competence in spoken English. They must schedule an informal interview with ALI. On the basis of that interview, they will be given a score equivalent to the oral portion of the ISE, with equivalent effects.
>
> *TSE.* Some ITAs have taken the TSE in their home countries. Prospective ITAs who choose to submit these results will be placed according to the following scale: those scoring 240 or higher are waived from any further spoken English requirements; those scoring between 200-230 are cleared for classroom duties in conjunction with required enrollment in a designated two-unit ALI course; and those scoring 190 and below are not cleared for classroom duties.
>
> *SPEAK Test.* A department chair or faculty graduate advisor may appeal the result of these decisions by requesting that the new ITA take the SPEAK test. However, the department or ITA must pay an administration cost of $25.

Please note: TAs denied clearance for classroom or laboratory duties will receive their stipends and tuition remission. When possible, the department will assign them alternative duties. When alternative assignment is not possible, the department will provide one semester of non-assigned support. During this semester, departments may require ITAs to enroll in an intensive English course specifically designed by ALI. This opportunity will be restricted to ITAs in their first term at USC.

Program Structure

ITA Summer Workshop. The first three weeks of the ITA Summer Workshop focus almost exclusively on having the new ITAs practice their oral communication skills in advisory, classroom and laboratory settings. The staff will run up to four sections, tiered according to ITAs' initial spoken English abilities. During the fourth and final week, the ITAs have three options: those needing intensive English language training will spend an additional week working with ALI instructors; the others may choose to join new

domestic TAs in a one-week TA Training Program or attend the orientation for new international students organized by the Office for International Students and Scholars. All participants live in University housing for one week, at Graduate School expense. Thereafter, they may choose to remain in University housing or secure their own living accommodations. The Graduate School covers the costs of the workshop and provides a modest stipend ($500) for workshop participants. Approximately 70 ITAs from 25 departments and from 20 countries participate each year. 1993 marks the seventh annual summer workshop.

Assigned readings include the following sources: English and the Foreign-born TA by J. H. Freittas; Foreign TAs from the Undergraduate Perspective by D. Pickell; A Woman, a Foreigner, a TA by J. Sanghera; Advantages of Foreign Teaching Assistants by J. Q. Zhao; Overcoming the Language Barrier by J. Y. Yen; Listening Comprehension and Accent Problems by D. G. Kim; The Glass Wall: Encouraging Interaction, A Word about Pedagogy and Seeing is Understanding: Using the Blackboard.

Additional Program. The training of all new TAs and ALs, international or domestic, is the responsibility of the department through which the assistantship is awarded and of faculty supervisors. USC departments and schools may develop and conduct their own training programs, singly or in consortia, or may choose to utilize the programs administered by the Graduate School.

In addition to ensuring regular meetings between ITAs and their faculty supervisors, departments are urged to structure their training programs with a one- or two-week session prior to the start of classes followed by a schedule of meetings throughout the semester, at the least, or to develop a teaching course that runs throughout the semester. In addition to the duties and responsibilities of the particular course in which TAs will be assisting, the training should include consideration of the relationship between scholarship and teaching as well as general techniques which will enhance teaching effectiveness and communication skills.

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The University of Texas at Austin
International Teaching Assistant Program
Center for Teaching Effectiveness

In 1989, the Texas Legislature passed House Bill 638 requiring that all public universities provide a program or short course to ensure that courses are clearly taught in the English language. In order to comply, The University of Texas at Austin developed a three-part program for international teaching assistants (ITAs) and international assistant instructors (IAIs) including an assessment of oral English proficiency, an orientation and a course on cultural, linguistic, and communication skills for university teaching.

The ITA Program is administered by the University of Texas (UT) Center for Teaching Effectiveness (CTE) in cooperation with The Texas Intensive English Program. The Associate Dean of Graduate Studies coordinates the development of the ITA Program, and budgeting is provided by the UT Austin Vice President and Dean of Graduate Studies. The tuition for the ITA course is borne by the students themselves. Per year, an average of 450 students are assessed, 300 attend orientation, 60 enroll in the course, and 35 are exempted from assessment and/or orientation. An almost equal number of students were majoring in Physics, Electrical and Computer Engineering, Mechanical Engineering, followed by Computer Science, Materials Science and Engineering, and, Economics.

Language Proficiency Requirements

Regular certification is required for all TAs and AIs whose primary language is not English and who will be appointed to a position involving student contact. These prospective ITAs and IAIs must pass the oral English Proficiency Assessment and complete the ITA Orientation to Teaching at UT. If they conditionally pass the assessment, they must be registered for the ITA course concurrently with an appointment as a TA or AI with student contact.

The Texas Intensive English Program (TIEP) developed an assessment instrument similar to the SPEAK test in structure and criteria. However, the content of the TIEP assessment is field-specific for particular academic disciplines. The English Oral Proficiency Assessment is a 20-minute criterion-referenced exam designed to evaluate a candidate's ability to speak English. The test uses authentic source materials from the candidate's own field and includes a variety of teaching situations in order to elicit a range of language functions. The exam is conducted and scored by two ESL professionals at TIEP. The student receives the results about ten minutes later. Scores above 250 place the student in the Passed category; scores of 230-240 place the student in the Conditionally Passed category, and scores below 230 are in the Did Not Pass category. On the average, of initial assessments 63 percent passed, 15 percent conditionally passed and 22 percent did not pass. Assessment periods are held four times per year.

Program Structure

The ITA/IAI Certification Program consists of: (1) an English Oral Proficiency Assessment; (2) an orientation to teaching at UT Austin; and (3) an ITA/IAI course.

Orientation. ITAs who have received assessment scores of 230 or above are required to complete orientation in order to be certified. The purpose of the ITA orientation is the following: (1) to provide information about the academic environment at UT, including student profiles, teacher-student relations and pertinent university policies; (2) to demonstrate and discuss criteria for effective teaching; and (3) to enable ITAs to learn and practice interactive teaching techniques, and present a short videotaped lesson which is later viewed with a consultant at CTE for its linguistic, cultural and methodological aspects.

The present orientation format consists of a total of three half-days with an additional one-hour videotaped lesson and a 30-minute playback session for each ITA. Five orientation sessions are offered per year to accommodate ITAs who arrive late in the U.S. or who were appointed after the beginning of the semester, these include: a regular fall orientation in the week before classes begin, a late fall orientation two weeks after classes have started; a regular spring orientation, a late spring orientation, and

a summer orientation. In addition, ITAs who missed individual sessions are required to attend make-up sessions.

ITA Course. All ITAs/IAIs with student contact assignments who have conditionally passed the assessment exam (scores of 230-249) are required to enroll in this three-hour-per-week semester-long course. The ITA course covers linguistic, cultural and pedagogical aspects of teaching at the university. Special emphasis is placed on language remediation, language use, the practice of common teaching tasks, familiarization with teaching styles and with the academic culture of the students' departments. Classes of 9-13 ITAs are taught by instructors at the TIEP. Although the course does not carry academic credit or appear on the student's transcript, it does carry a three-hour course load credit. A report to the academic adviser includes the ITA's course completion status, attendance and assignment data, a general evaluation of the ITA's ability to communicate in English and a rating of specific skills in the areas of pronunciation, fluency and grammar.

As the legislation does not provide the funds for the program mandated by House Bill 638, students or their departments are obliged to pay the $500 tuition. To date, approximately 10 percent of students enrolled receive tuition credits from their departments.

Exemptions. Three basic categories allow for exemptions to the regular certification process:

Automatically Exempt applies to those ITAs whose first language is English.

Alternate Certification meets the needs of ITAs whose prior teaching and/or language experience qualifies them for certification. Certification under this category is requested by the graduate adviser or department chair in writing to the ITA Program Coordinator.

Alternate Certification on a Case-by-Case Basis is granted for exemptions from assessment and/or from orientation upon receipt of letters documenting the reasons for exemptions from departments to the Associate Dean of Graduate Studies or the ITA Program Coordinator. Included are ITAs employed as foreign language teachers who are exempted from assessment. IAIs who are foreign language teachers must be assessed.

Record Keeping. An on-line electronic audit system allows verification of the certification status of ITAs with student contact and rejects the appointment of any ITA with student contact who is not certified. Special codes are included in a subprogram for foreign language departments and for citizens of countries where the first language is English.

To carry out these activities, the ITA Program makes extensive use of CTE facilities, equipment and staff, including graduate research assistants who conduct workshops, tape practice teaching sessions, and consult on video playback sessions. The ITA Program staff proper includes one 3/4-time coordinator, one 3/4-time assistant coordinator, and one 1/2-time secretary. The ITA course is contracted out to TIEP and is funded by student tuition.

Several program needs have emerged: (1) Additional language remediation courses; (2) academic credit for ITA courses; (3) resources to monitor program effectiveness; (4) resources to develop a model for follow-up of certified ITAs with observations and consultations; and (5) resources to engage a larger number of U.S. undergraduates in the program.

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University of Utah
International Teaching Assistants' Workshop
English Language Institute

The International Teaching Assistants' Workshop was started in 1991 to prepare non-native-English-speaking graduate students designated as possible teaching assistants for their instructional work at the University of Utah. The workshop consists of two weeks of pre-academic-year instruction and practicum in U.S. education/culture, teaching methodology and teacher presence. The goal of the workshop is to enhance the quality of undergraduate teaching by (1) orienting international teaching assistants (ITAs) to U.S. undergraduate students' expectations; and (2) helping them implement this information in order to become more comprehensible to their students.

Language Proficiency Requirements

As of the 1993-94 academic year, all international graduate students who are designated as eligible for teaching assistantships must show proof of spoken English proficiency: a score of 230 on the TSE or SPEAK test is required. Potential ITAs can be exempted from these tests by the English Language Institute based on their performance on an oral interview. In addition, all potential ITAs should participate in the ITA Workshop (the SPEAK test is administered during the workshop). The recommendations given at the end of the workshop (based on evaluations of videotaped microteaching sessions) supersede SPEAK scores in determining an ITA's readiness for university teaching.

Based on the evaluations of the ITAs' teaching abilities, recommendations are given concerning the need for further instruction in English. ITAs can study in classes offered by our institute to help improve their comprehensibility and other skills in English. In addition, an International Buddy Program was created to help ITAs who need more cultural awareness. In this program, ITAs are paired with a U.S. undergraduate buddy. They get together for weekly meetings to discuss issues, concerns, and difficulties.

Program Structure

International Teaching Assistants' Workshop. The workshop consists of a two-week, 45-hour session with the following components: cross-cultural awareness, classroom management, classroom language and comprehensibility. The workshop sessions include panel discussions with experienced ITAs and U.S. undergraduates who use their past experience to discuss problem-solving. Concurrently with sessions, videotaped microteaching sessions are conducted which are evaluated and discussed both individually with each ITA and in groups with U.S. undergraduates who provide feedback. In addition, the textbook, Communicate: Strategies for International Teaching Assistants (J. Smith, et al., 1992. Englewood Cliffs, NJ: Regents/Prentice Hall) is used.

The workshop is conducted by instructors from the English Language Institute with a minimum of a master's degree and extensive experience. Guest instructors from Educational Studies and Languages and Literatures have also participated. The workshop is under the direction of Rosemarie Brittner-Mahyera, Director of the English Language Institute and is coordinated by George Plautz, Associate Instructor.

The workshop is funded by the Graduate School of the University of Utah and is conducted by the English Language Institute (Division of Continuing Education). The English Language Institute is an intensive English language program which provides ESL instruction to matriculated and non-matriculated students. The workshop generally has 25 to 30 participants from about 10 different departments. These participants may be involved in duties such as tutoring during office hours, conducting lab sessions, holding discussion sections, teaching undergraduate courses, or grading for professors. In addition, many ITAs are also involved in research in their academic fields.

University of Utah

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University of Virginia
International Teaching Assistant Training and Testing
Teaching Resource Center

The International Teaching Assistant (ITA) Training Program began with a 12-week pilot course in the fall semester of 1991 to help ITAs from various departments in the university prepare for and better meet the demands of their various teaching duties. We adopted the TSE or SPEAK test, a performance testing procedure, and a follow-up course in the spring of 1992 to complete our current program.

ITA training and testing was funded by the Dean's Office of the Faculty of Arts and Sciences for the first time for the 1992-93 academic year. The Teaching Resource Center (TRC), located under the Dean of the Graduate School, administers the program and also provides teaching resources for the entire faculty at the University of Virginia. Approximately 25 ITAs per year have received training in the brief history of the program, with a further six to eight ITAs participating in the performance tests. The ITAs, who come from 10 departments in the College and the School of Engineering, have a wide range of teaching responsibilities with some holding office hours or assisting in lab or problem-solving sessions, and some having full course responsibilities. Our program is general in nature to meet these various needs.

Language Proficiency Requirements

No state or institutional mandate has been established requiring departments to participate in the ITA Training Program. With the support of the Deans of the Faculty, departments are requested at the beginning of each semester to submit names of ITAs for testing as they enter the university. So far, departments have complied. Some departmental administrators work very closely with ITA Training Program staff to make teaching assignments.

Within the testing program, a score of 230 on the SPEAK test, administered by the ITA training course instructor, must be achieved before a performance test is administered for an incoming ITA. The test, based on a composite of the University of Michigan and the University of Minnesota models, assesses each ITA's ability to teach and communicate in the classroom. The test is conducted before TA responsibilities are assigned. Those ITA candidates who score below 130 on the SPEAK test are requested to participate in two-hour-per-week pronunciation courses offered by the English as a Second Language program before being accepted for ITA training courses.

Program Structure

Courses. ITA candidates who score below 230 on the SPEAK are assigned to *"Classroom Communication for International Teaching Assistants"* (Linguistics 111), a weekly two-and-a-half hour course which meets for 12 weeks during the semester. The course focuses on improving communication skills in English as well as providing cultural information and teaching strategies which are appropriate for the U.S. university setting. ITAs practice teaching strategies before undergraduates twice during the course, meet individually with the course instructor, work on personal language needs through speech analyses, and are required to pass a performance test in order to be recommended for teaching responsibilities.

Some ITAs who do not receive a full recommendation, take on teaching responsibilities while participating for one semester in a second course, *"Classroom Communication for ITAs,"* Part II (Linguistics 112). In this course they are observed and supported by graduate teaching consultants from TRC.

Workshops. The TRC holds day-long workshops for all TAs at the end of August and again in January. Both of these include components for ITAs. Workshops and brown bag lunches are held throughout the year to help all TAs more effectively fulfill their teaching responsibilities, and TRC staff consult with individuals on request as well as by assignment to Linguistics 112. Departmental programs are designed by TRC staff to meet individual departmental needs.

University of Virginia

Marva Barnett, Director of the Teaching Resource Center, administers the Training and Testing Program. One part-time ITA instructor, who holds a master's degree in linguistics, teaches Classroom Communication for ITAs, Part I. She also administers Part II, and administers and scores the SPEAK and performance tests.

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The University of Washington
International Teaching Assistant Program
Center for Instructional Development and Research

The International Teaching Assistant (ITA) Program at the Center for Instructional Development and Research (CIDR) was established in 1984 to help non-native-English-speaking teaching assistants prepare for their varied TA roles and responsibilities at the University of Washington. Using a discipline-specific approach, the program staff assist ITAs in the areas of English language proficiency, cultural sensitivity, and instructional skills.

The ITA Program is funded on a 12-month basis through the Provost's Office and is administered through CIDR. The Center provides a central facility to assist faculty, TAs, and departments in the continued enhancement of learning and teaching. The ITA Program staff provide services to approximately 100 ITAs per year in over 35 departments on campus and from more than 26 countries and provinces around the world. These ITAs work with undergraduates in various instructional settings, ranging from holding office hours, and leading quiz sections, laboratory sections, and discussion sections, to having full instructional responsibility for a course.

Language Proficiency Requirements

The Graduate School mandated in 1988 that teaching assistantships may be awarded to international and immigrant-status students whose native language is other than English if certain criteria, including English proficiency requirements, are met. The Graduate School memorandum stipulates that international graduate students must achieve a score of 230 on the Test of Spoken English (TSE) or SPEAK test before they can be assigned teaching responsibilities. Administration of the SPEAK test is performed by the Office of Educational Assessment. Tests are rated by the ESL Programs staff. Prospective ITAs with scores below 230 need to enroll in English 102B, a one-quarter English-as-a-second-language course offered by ESL Programs and paid for by the Graduate School. This five-hour-a-week course focuses on improving potential ITAs' ability to communicate in English and to function effectively as instructors in a U.S. university setting. ITA candidates in the class must pass a teaching performance test in order to be approved for classroom teaching responsibilities. The university regards the completion of English 102B as equivalent to having passed the TSE or SPEAK test.

An additional mandate from the Provost in 1990 indicated that all newly assigned ITAs with non-immigrant visa status (**regardless** of their English language proficiency) are to participate in the ITA Program offered through CIDR throughout the academic year. Concurrent with this mandate, CIDR received funding to expand the ITA Program staff in order to assist the increased number of ITAs. Currently the program staff includes two instructional development specialists, two three-quarter time language specialists, and a graduate student language tutor.

Program Structure

All international graduate students who receive a teaching assistantship for the first time (at any time during the academic year) are required to participate in the ITA Program during the first year in which they have instructional contact with undergraduates. The program is discipline-specific and individualized to meet the instructional needs of the ITAs and their departments, and the services are confidential and free of charge for the participants. The program consists of a Pre-Autumn Workshop and individual consultations throughout the year.

Pre-Autumn Workshop. The 40-hour, week-long workshop focuses on language, cultural, and instructional issues which ITAs may experience in fulfilling their teaching roles at the University of Washington. Issues discussed during the Workshop include: "Learning and Teaching at a U.S. University," "Facilitating the First Day of Class," "Asking and Responding to Questions," "Responding to Diversity in the Classroom," and "Managing Challenging Encounters with Students." Panel presentations provide ITAs with the opportunity to interact with faculty, undergraduate students, and experienced ITAs. In addition, ITAs receive feedback about their teaching by participating in a microteaching experience.

The University of Washington

Throughout the workshop several undergraduate students and experienced ITAs serve as mentors to help ITAs become members of the university community.

Ongoing Program. Throughout the year, ITAs meet with CIDR's ITA Program staff in individual *language tutorials* and/or *instructional consultations*. The content and methods used during the sessions vary, depending on the individual's department, specific TA assignment, language proficiency, instructional experience, and cultural sensitivity.

Language Tutorials: ITAs with language needs meet weekly in individual sessions with a language specialist. The tutorials focus on enhancing ITAs' oral language proficiency, especially as it relates to communicating within ITAs' disciplines. The language specialists use various language teaching techniques, including the use of audio- and videotaped language data to assist ITAs in improving aspects of pronunciation, fluency, and listening comprehension. Participants are predominantly those ITAs who have not achieved a score of 230 on the TSE or SPEAK test, or who are currently enrolled in English 102B.

Instructional Consultations: ITAs meet individually with an instructional development specialist to focus on issues related to their TA roles. Methods used for gathering data on instructional issues include classroom observations, audio- and videotapes of the ITAs' classroom teaching, mid-quarter student interviews to gather formative feedback on ITAs' teaching methods, and end-of-the-quarter student ratings consultations. Generally, those ITAs who have fulfilled the English language proficiency requirement participate in instructional consultations.

Workshops and Departmental Training Programs: Upon request, the ITA staff conduct workshops for individual departments and groups of ITAs on topics such as "Working with Non-Native-English-Speaking Students in Your Classroom," "Understanding and Using Your Student Ratings to Enhance Your Teaching," "Methods of Interactive Problem-Solving in Quiz Sections," and "Asking Questions that Stimulate Higher-Order Thinking." The staff have also assisted departments (such as Chemistry) in designing discipline-specific training programs for ITAs.

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Virginia Polytechnic Institute and State University
English as a Second Language/Graduate Teaching Assistant Training
The Graduate School

In 1986, the Graduate School mandated the SPEAK test to screen all international teaching assistants (ITAs) prior to any assignment to teach undergraduate classes or laboratories at Virginia Tech. In response to the mandate, the Oral Reports course, which had been an optional offering in the ESL Program, was upgraded. In 1991 the ESL Program Director was asked to also oversee the overall Graduate Teaching Assistant (GTA) Training Program for the Graduate School.

As part of the "Training the Future Professoriate" initiative, established in 1991, the GTA Training Program offers a mandatory three-day workshop prior to fall semester for all new GTAs (ITAs included), as well as a mid-year seminar series. Leading these training sessions are some of Virginia Tech's most outstanding faculty (including members of the Academy of Teaching Excellence) and experienced GTAs. Topics for both the workshop and follow-up seminars include effective teaching techniques, classroom and laboratory management, grading issues, ethics in teaching, sensitivity and diversity issues, and the dual role of the GTA. The fall workshop also includes a microteaching component. Some funds from the Graduate School have been set aside for the "Training the Future Professoriate" program.

Language Proficiency Requirements

Each ITA who is being considered for teaching duties, whether classroom or laboratory, is required by the Graduate School to be tested for oral proficiency. Currently, the SPEAK test is used primarily. For one department with a large number of ITAs who teach laboratory sections, a test similar to the TEACH test is used.

The Graduate School requires a minimum SPEAK test score of 250 (comprehensibility) in order for ITA candidates to be eligible to teach. Those with a score lower than 250 are required to pass English 0014, Oral Communication for ITAs (a three-hour-per-week semester course), before they can commence any classroom teaching.

Program Structure

Course English 0014: Oral Communication for ITAs is designed for ITAs with teaching duties. This course is an introduction to classroom communication at the undergraduate level in the United States. There are ten ITAs per section. Additionally, there is a special pronunciation class for ITAs who are least intelligible.

The emphasis throughout the course is on helping the ITAs become effective communicators of information and facilitators of learning, while at the same time helping them with their individual language problems. The assumption is that the ITAs can compensate for many of their pronunciation and grammar problems by improving their delivery style and rapport with undergraduates.

The first part of the course provides basic orientation to classroom norms and expectations, essential teaching and management techniques, as well as practice in stress, rhythm, and intonation patterns in English. In the second part of the course, the ITAs give six 10- to 20-minute presentations in their respective fields at a freshman - sophomore level. First, the ITAs submit an outline for approval. During or after their presentations they answer any questions from the rest of the class. This discussion is followed by a brief written critique by their classmates and individual ITA-teacher conferences. Half of the talks are videotaped and are used in the individual conferences. At the end of the course, each ITA's overall progress is assessed to determine whether s/he is qualified to teach. If the assessment is negative, the ITA is either required to re-take the course the following semester or assigned alternative duties, such as grading.

Virginia Polytechnic Institute and State University

Contact for English as a Second Language/Graduate Teaching Assistant Training:

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Washington University
International Teaching Assistant Program
English as a Second Language Program

In 1988, the Dean of the Graduate College of Arts and Sciences requested that the English as a Second Language (ESL) Program design an oral exam for non-native-English-speaking teaching assistants. The pilot program began in the Departments of Mathematics and Economics. Some of the international teaching assistants (ITAs) did not pass the exam, so the ESL Program designed a class to help those ITAs improve their oral presentation skills. As the usefulness of the exam became apparent, more departments requested that the ESL Program administer the exam.

In 1990, the Dean of the Graduate College of Arts and Sciences mandated either passage of the ITA oral exam or successful completion of a course for ITAs--*Oral Presentation Skills for the Non-Native-English-Speaker* (U15 ESL 170) before a department could officially appoint a nonnative speaker of English for a TAship. Although most departments complied, some chose to set up their own TA course for both native and nonnative English speakers. In response, the Dean modified his mandate to include successful completion of any TA course as proof of teaching readiness.

In 1991, it became apparent that some ITAs who had taken U15 ESL 170 still needed to work on their discussion-leading and interpersonal communication skills, so a follow-up course was created--*Academic and Professional Seminar Speaking Skills for the Non-Native-English-Speaker* (U15 ESL 175).

Currently the Graduate College of Arts and Sciences is the primary client of the ITA Program. However, some departments in the School of Engineering have occasionally asked that the oral exam be administered.

Language Proficiency Requirements

As mentioned in the first part of this report, one criterion of ITA teaching readiness is passing the ITA oral exam. This exam is evaluated by a panel of four examiners: a representative from the ESL Program, two professors from the ITA's department, and an individual representing the type of student the ITA would be teaching. The exam is videotaped and administered by the ESL Program representative and has three parts: (1) an informal exchange of general information between the examinee and the panel; (2) a 10-minute oral presentation based on the type of information that would be delivered during the first week of a beginning-level course in the ITA's discipline; (3) a question-and-answer session based on the information covered in the presentation. At the end of the exam, the ITA is thanked for his/her time and is encouraged to make an appointment with the ESL Program representative to receive more personalized one-on-one feedback. The videotapes are kept on file in the ESL Program office.

After the ITA leaves, the panel discusses the ITA's performance and arrives at a consensus before reporting the final evaluation. The final assessment is based on the rating scale developed in 1988 by the ESL Program Director and a committee of professors. This scale has undergone some modifications during the past five years, in response to suggestions made by professors on the panels and by the ESL Program Director, but still tests both oral production and pedagogical skills.

Possible outcomes of the ITA oral exam:

(1) If the ITA is unintelligible, s/he must take a pronunciation course, the tuition of which must be paid by the ITA;

(2) If the ITA is intelligible but needs to improve pedagogical skills, s/he must take U15 ESL 170 and/or U15 ESL 175, the tuition of which is paid by the ITA's department; or

(3) If the panel feels that the ITA has only minor pronunciation or pedagogical problems, s/he is advised to meet with a representative of the ESL Program for a series of tutorials which are offered free of charge.

Washington University

During the 1991-92 academic year, the ESL Program administered 50 ITA oral exams. However, during the 1992-93 academic year, very few departments requested administration of the exam. There are several possible reasons for this decrease:

- Many departments are now offering their own course which they feel qualifies the ITAs under the Dean's mandate;
- Many departments are not hiring ITAs to avoid the issue; or
- Some departments are requiring that all ITAs take U15 ESL 170 during the summer.

Program Structure

Courses. The following two courses are offered to ITA candidates: *Oral Presentation Skills for the Non-Native-English-Speaker* (U15 ESL 170), and *Academic and Professional Seminar Speaking Skills for the Non-Native-English-Speaker* (U15 ESL 175). ITA candidates can enroll in U15 ESL 170 during the spring or summer semesters and in U15 ESL 175 during the fall semester. There are usually between approximately 250 ITAs total.

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Wayne State University
International Teaching Assistant Testing and Training Program
English Language Institute

The International Teaching Assistant (ITA) Program was established in 1984 in the English Language Institute (in the English Department within the College of Liberal Arts) to test and prepare prospective non-native-English-speaking TAs to teach undergraduates. This program was mandated by an Executive Order from the university President in 1983. The testing and training components were originally delivered by part-time faculty in the English Language Institute on a rotating basis, funded by the College of Liberal Arts. Then in 1989, due to increasing numbers of ITAs and developing expertise in the field, a full-time, 12-month administrative/teaching position was created which is 2/3 time ITA testing and training and 1/3 time teaching in the ELI. The program is now funded equally by the Graduate School and the Colleges of Liberal Arts, Sciences and Engineering. The program tests approximately 100 prospective ITAs annually and has an ITA Training Program which addresses the areas of pronunciation and compensatory strategies, cultural sensitivity, and oral presentation skills.

Language Proficiency Requirements

The Executive Order mandates that TAs whose native language is not English must achieve a score of 220 on the TSE (taken in the United States) or the SPEAK test (taken at Wayne State University) to be awarded an assistantship. The SPEAK test is administered by ELI nine times per year, and rating is performed by the ELI staff of trained raters who are paid at a rate of $10.00 per tape. The test costs $50.00 and is paid by the Graduate School if the prospective ITA presents a permission form letter from the academic department stating that the department is considering hiring this international graduate student; otherwise, the student must pay for the test.

Program Structure

Courses. Potential ITAs whose scores fall between 170 and 215 may take *English 052*, the ITA training course offered each semester. This three-hour-a-week course consists of one seminar discussion and two small-group language tutorials each week taught by two ESL professionals. According to the Executive Order, the hiring unit must assume the tuition for the course. The final exam for this course is a 20-minute teaching performance, involving a presentation, a question and answer period and a brief office-hour role play. This exam is rated by one representative from the ITA's department and two ESL professionals not currently working with the ITA. Passing the class is considered equivalent to passing the TSE or SPEAK test.

For those potential ITAs who score below 170, an ELI course entitled *"Oral Communication for Professionals"* is offered in the evenings and provides training for those who wish to take it as preparation for re-taking the SPEAK test.

Workshop. The Graduate School conducts a one-day, pre-teaching workshop in August for all new TAs on contract; all ITAs must attend a 90-minute session during that day that is facilitated by the coordinator for the ITA Testing and Training Program. This workshop covers expectations of U.S. undergraduates, the culture of the U.S. classroom and interactive communication skills.

The coordinator also conducts one workshop each summer for freshmen orientation counselors on issues of ITAs in the classroom and how U.S. undergraduates can benefit from having an ITA as an instructor. The coordinator also provides similar information on a one-page flier for the freshmen counselors' orientation brochure.

Though the university has no centralized center for instruction, academic departments provide discipline-specific TA training, and ELI staff are available to provide workshops or information on language and teacher-training issues.

Wayne State University

Contact for International Teaching Assistant Testing and Training Program:

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Section 2

INTERNATIONAL TAS' ORAL ENGLISH LANGUAGE PROFICIENCY

By Carl Grove
Language Tutor, ITA Program at the University of Washington

Screening for Oral Proficiency in English

Given the increasing number of non-native-English-speaking graduate students who teach at U.S. universities, state legislatures have been concerned with certifying the English language proficiency of international TAs and faculty. According to Thomas and Monoson (1993), 20 states have implemented state-wide mandates: Arizona, California, Florida, Georgia, Illinois, Iowa, Kansas, Kentucky, Louisiana, Minnesota, Missouri, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, and Wisconsin. Depending on the specific language competency requirements, universities have implemented assessment procedures and second language curricula. The following section outlines the language assessment procedures and follow-up activities in use in the ITA programs described in Section 1 (Table 1 and Table 2). In addition, the section provides an overview of both commercially available and institutionally developed assessment instruments.

Table 1 details institutions' legislation and policies regarding the assessment of potential international TAs' oral proficiency in English. A total of 45 universities (94 percent of all program descriptions submitted) reported having a mandate with respect to English language proficiency in place. Of these 45 universities, 22 universities (49 percent) operate under both an institutional and a state mandate; 19 universities (42 percent) operate solely under an institutional mandate; and four universities (9 percent) operate solely under a state mandate. A majority of these institutions (30 out of 45) use the TSE/SPEAK test as a screening device. The TSE/SPEAK test is used either alone or in conjunction with another assessment instrument such as an oral interview or a teaching demonstration. The minimum required passing scores for the TSE/SPEAK test range from 220 (5 institutions) to 270 (1 institution). Twelve out of the 30 institutions that use the TSE/SPEAK test require a passing score of 230. The remaining institutions employ either some type of oral interview (6 institutions) or some type of teaching demonstration in their assessment procedure (8 institutions).

What follow-up do ITA programs provide for those international TAs who do not fulfill the language proficiency requirements? Most programs (90 percent) offer some type of coursework and individual tutoring sessions as follow-up. It should be noted that not all programs require international TAs to participate in the follow-up activities described in Table 1.

Table 2 describes the nature, duration and funding of mandated follow-up activities for prospective international TAs. Of the 48 ITA programs, 31 programs (65 percent) require follow-up coursework for those international TAs who do not satisfy the language proficiency requirements. There is considerable variation in the length, accreditation, and funding of these courses. Seventeen programs (55 percent) offer one course that lasts longer than ten weeks and, on the average, meets three hours per week. Eight programs offer more than one course. More than half of the programs that require follow-up coursework (58 percent) also require potential international TAs to pass an exit exam, but only four programs grant international TAs academic credit for the coursework.

Table 1

Assessment of International TA's Oral English Language Proficiency

Institution	Mandate		Test Type	Standardized Tests					Non-standardized Tests	Required Score	Below Required Score	Follow up Activities* (Below Required Score)
	State	Institution		TSE/ SPEAK	ACTFL	OPT	TEACH Test	Michigan Test				
Arizona State University	y	n	SPEAK	y						230	190-230	ITA Seminar on Language, Cultural and Instructional Issues
Bowling Green State University	y	n	Proficiency in Oral English Communication						y			Individual or Group Sessions
Carnegie Mellon University	y	y	Teaching Simulation						y			ITA Workshop and Individual Tutoring
Columbia University	n	y	Modified SPEAK/EPT	y						2+ (SPEAK) level 7 (EPT)		Courses on Pronunciation, Pedagogy and Cultural Issues
Cornell University	n	y	Oral Interview, Microteaching						y			Training Program on Language, Pedagogy and Culture
Drexel University	y	n	SPEAK/ACTFL	y	y					220		Courses on Oral Communication
Florida State University	y	n	TSE/SPEAK	y						220	<220	Courses on Language Skills
George Mason University	n	y	SPEAK	y						230	<230	Tutoring Based on Individual Language Need
Harvard University	n	n	No Formal Spoken Language Requirements						y			Individual Coaching on Language, Culture and Pedagogy at Individual Request
Iowa State University	y	y	SPEAK/TEACH	y			y					Course on Language Skills, Pedagogy and Culture
Johns Hopkins University	n	n	No Standardized Screening						y			Courses on Communication Strategies

Note. Follow-up activities are offered on a voluntary or mandatory basis (*).
For mandatory follow-up, refer to Table 2.

Table 1 (Continued)

Institution	Mandate		Test Type	Standardized Tests					Non-standardized Tests	Required Score	Below Required Score	Follow up Activities* (Below Required Score)
	State	Institution		TSE/ SPEAK	ACTFL	OPT	TEACH Test	Michigan Test				
Michigan State University	n	y	TA Interview						y			Courses on Language Skills
Mississippi State University	n	y	Oral Examination						y			Semester-long Program Based on Individual Need.
New Mexico State University	n	y	Teaching Demonstration						y			
Ohio State University	y	y	TSE/SPEAK or Mock Teaching Test	y					y	230	<230	Courses on Language Proficiency, Culture and Pedagogy
Oklahoma State University	y	y	TSE, ITA Test	y						220 (TSE), 250 (ITA Test)	<250	Courses on Language Skills and Compensation Strategies
Portland State University	y	y	No Stipulation Regarding TSE/SPEAK						y			Course on Language Proficiency, Culture and Pedagogy
Purdue University	n	y	TSE/SPEAK	y						240	<240	Course on Oral Communication Skills
State University of New York at Buffalo	n	y	TSE/SPEAK	y						250	<250	Course on Oral Communication Skills
Syracuse University	n	y	Michigan Test					y	y			Course on Spoken Language Proficiency
Texas Tech University	y	y	SPEAK/Comprehensive Diagnostic English Test						y			
University of Arizona	y	y	TSE/SPEAK	y						230	<230	Course on Language Skills
University of California at Berkeley	y	y	TSE/SPEAK or OPT	y		y				230 (TSE/SPEAK) or 3 (OPT)	<230 or <3	Course on Oral Communication, Pedagogy Skills, Cross-cultural Issues; Tutorial Course
University of Colorado at Boulder	n	y	SPEAK	y				y		250	<250	Courses on Language Skills

Table 1 (Continued)

Institution	Mandate		Test Type	Standardized Tests					Non-standardized Tests	Required Score	Below Required Score	Follow up Activities* (Below Required Score)
	State	Institution		TSE/ SPEAK	ACTFL	OPT	TEACH Test	Michigan Test				
University of Delaware	n	y	SPEAK/UDIA	y						250	<250	Language Development Tutoring Program
University of Georgia	y	y	TSE/SPEAK	y						250	<250	Courses on Language Skills, Culture and Pedagogy
University of Houston	y	y	SPEAK	y						220	<220	Courses on Language Skills and Pedagogy
University of Illinois at Chicago	y	y	SPEAK, Interview or Teaching Demonstration	y					y	230	150-230	Courses on Basic Oral Communication Skills and Interactive Language Use
University of Illinois at Urbana-Champaign	y	y	TSE/SPEAK	y						230	<230	Courses on Pronunciation and Interactive Language Use
University of Kansas	y	y	TSE/SPEAK	y						240	200-240	Courses on Language Skills and Pedagogy
University of Michigan	n	y	Oral Screening						y			Courses on Language Proficiency
University of Minnesota	y	y	SPEAK	y						230	<230	Courses on Classroom Communication Skills
University of Missouri - Columbia	y	y	SPEAK/Teaching Demonstration	y					y			Course on Spoken English
University of Missouri - St. Louis	y	y	SPEAK/ Interview/ Teaching Demonstration/ Pronunciation Screening	y					y	240 (recommended)		Course on Communication Skills and Pedagogy
University of Nebraska - Lincoln	n	y	TSE/SPEAK	y						180+		
University of Nevada, Reno	n	y	SPEAK	y						230		

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Table 1 (Continued)

Institution	Mandate		Test Type	Standardized Tests					Non-standardized Tests	Required Score	Below Required Score	Follow up Activities* (Below Required Score)
	State	Institution		TSE/ SPEAK	ACTFL	OPT	TEACH Test	Michigan Test				
University of North Carolina at Charlottte	n	y	Videotaped Presentation						y			Workshop on Language Skills, Classroom Presentation Skills and Culture
University of North Texas	y	y	English Language Competency Screening						y			Course on Language Skills, Nonverbal Communication Skills and Pedagogy
University of Pennsylvania	y	y	TSE or ACTFL	y	y					270	<270	Courses on intelligibility, Conversational English and the Language of teaching
University of Pittsburgh	y	y	Oral Interview Test						y			Courses on Language Skills and Pedagogy
University of Southern California	y	y	International Student English Exam or TSE/SPEAK						y	240 (TSE) 6 (Exam)	<240 <6	Courses on Language Proficiency
University of Texas at Austin	y	y	English Oral Proficiency Assessment Exam						y			Course on Language Skills, Culture and Pedagogy
University of Utah	n	y	TSE/SPEAK	y						230	<230	Course on Language Skills
University of Virginia	n	n	TSE/SPEAK	y						230	<230	Course on Language Skills
University of Washington	n	y	TSE/SPEAK	y						230	<230	Course on Language Skills and Pedagogy and Individual Tutoring
Virginia Polytechnic Institute and State University	n	y	SPEAK	y						250	<250	Course on Oral Communication Skills
Washington University	y	y	ITA Oral Exam						y			Courses on Language Skills and/or Pedagogy
Wayne State University	n	y	TSE/SPEAK	y						220	170-215	Courses on Oral Communication Skills

Table 2

Required Follow-up Activities

Institution	Required Language Proficiency Courses (Based on Assessment Results)					
	Number	Duration	Meetings	Credit	Exit Exam	Funding
Arizona State University	1	1 semester	5 hours per week	n	y	University
Bowling Green State University	1	duration determined by need	1 and 1/2 - 2 hours per week	*	y	Graduate College
Carnegie Mellon University	3	8 weeks or 20 hours, depending on course type	3 hours per week, or variable, depending on course type	*	y	University
Columbia University	1	1 semester to 1 year	2 hours, twice a week	*	y	*
Cornell University	1	1 semester	3 hours per week	*	n	Provost
Drexel University	2	6 weeks, or one term	4 hours a week	n	*	Provost and College of Arts and Sciences
Florida State University	2	*	*	y	*	Academic Affairs
George Mason University		10-20 hours	variable (individual tutoring)	*	y	Graduate School
Iowa State University	2	*	*	y	y	*
Michigan State University	1	*	5 days a week	n	y	*
Mississippi State University	1	1 semester	*	*	y	Office of the Graduate School
Ohio State University	2	1 quarter	5 days a week, 3 days a week	y	y	Department of English as a Second Language
Oklahoma State University	2	1 semester	*	*	y	Graduate College
Purdue University	1	1 semester or 8 week summer session	6 hours per week	*	y	Office of the Executive Vice President for Academic Affairs
State University of New York at Buffalo	1	1 semester	5 hours per week	*	y	Graduate School of Education

Note. Information not available from the program description is denoted by an asterisk (*).

Table 2 (Continued)

Institution	Required Language Proficiency Courses (Based on Assessment Results)					
	Number	Duration	Meetings	Credit	Exit Exam	Funding
University of Arizona	1	5 weeks	4 hours per week	*	*	*
University of California at Berkeley	1	1 semester	3 hours per week	*	y	Graduate Division's GSI Teaching and Resource Center
University of Georgia	2	*	*	y	*	Vice President for Academic Affairs
University of Houston	1	12 weeks	3 hours per week	n	y	*
University of Minnesota	3	1 quarter	4 hours per week	*	y	Office of Human Resources (Academic Affairs)
University of North Carolina at Charlotte	1	1 semester	3 hours per week	*	y	*
University of North Texas	2	12 weeks	2 hours per week	*	y	Provost
University of Pennsylvania	3	*	*	*	*	School of Arts and Sciences
University of Pittsburgh	2	13 weeks	5 hours per week	*	*	*
University of Southern California	1	*	*	y	*	*
University of Texas at Austin	1	1 semester	3 hours per week	n	*	Tuition
University of Virginia	1	12 weeks	2 1/2 hours per week	*	*	Dean's Office of the Faculty of Arts and Sciences
University of Washington	1	1 quarter	5 hours per week	n	y	Graduate School
Virginia Polytechnic Institute and State University	1	1 semester	3 hours per week	*	y	*
Washington University	2	1 semester	*	*	*	*

Tests Used to Assess International Teaching Assistants' Oral Language Proficiency

Commercially Available Instruments

The American Council on the Teaching of Foreign Languages Oral Proficiency Interview (ACTFL OPI)

The Oral Proficiency Interview is a direct test of the interviewee's ability to communicate in English.[1] The test is rated on a 5-point scale adapted from the Interagency Language Roundtable scale. The interview generally lasts between 10 and 40 minutes, depending on the level of the interviewee and the interview techniques used by the interviewer. The interview is typically audiotaped, which allows the rater to verify the accuracy of her/his assessment.

The interview itself is divided into four parts: *Warm-up*, *Level Check*, *Probes* and *Wind-down*. The *Warm-up* helps the interviewee understand the format of the test and gives the interviewer a level indication early in the test. The *Level Check* is used to verify the level indication in the Warm-up and ascertain the interviewee's degree of language development at the level in question. The *Probes* introduce more sophisticated language until the interviewee's language structures begin to break down. The *Wind-down* ends the interview at the language level that the interviewee was most comfortable with and provides the interviewee with a sense of closure.

Test of Spoken English (TSE) and Spoken Proficiency English Assessment Kit (SPEAK)

The TSE and the SPEAK test were devised by the Educational Testing Service. Both tests are indirect measures of a person's ability to communicate in English.[2] The SPEAK test is a retired version of the TSE, which may be purchased from ETS. The TSE and SPEAK test rate overall comprehensibility on a 300-point scale, and rate pronunciation, fluency and grammar on a scale of 0 to 3. The SPEAK test is usually rated by trained raters at the institution administering the test. The TSE is rated by ETS. Each institution determines what constitutes an acceptable score for its purposes.

The TSE/SPEAK test is divided into seven parts. Section one is used mainly as a *warm-up* activity, eliciting simple information about the examinee. Section two is an exercise in *reading*

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1 The ACTFL OPI is considered a direct test of communicative ability since it employs a situation requiring the interviewee to communicate directly with another person.

2 The TSE and SPEAK tests are considered indirect measures of communicative ability. The examinee receives directions from an audiotape and replies to an audiotape.

aloud. Section three is a *sentence completion* exercise. Section four asks the examinee to *tell a story* related to a series of pictures. Section five displays a single picture and asks the examinee to *respond to several questions* about the picture. In section six, the examinee *describes objects or abstract concepts* (e.g., "Describe the things that make a perfect day") and *gives her/his opinion* on a topic of international interest. Section seven provides a course schedule or an announcement and asks the examinee to *explain the information* to an imaginary audience.

TEACH Test

The TEACH Test, developed at Iowa State University, is a direct videotaped test of the examinee's ability to communicate in a classroom setting as an instructor. The examinee is required to present a lesson, which s/he has had one day to prepare. The department in which s/he is expected to hold a TA appointment provides a list of appropriate topics and an appropriate textbook for the examinee. A simulated class (approximately seven observers) is present. Three of the seven observers represent actual students and may ask questions at the end of the lesson. The presentation is rated by two of the remaining four observers. Each examinee is allowed ten minutes: one or two minutes to put material on the board, five minutes to present the lesson and three minutes to answer questions.

Examinees are rated on four categories: (1) overall comprehensibility; (2) awareness of appropriate teacher-student relationships in the US. university classroom; (3) ability to understand and answer students' questions; and (4) overall communication skills. The two raters score the test on a 0 to 3 scale (0 being not competent, 3 being competent) and are expected to come to consensus. If they cannot agree, the videotaped presentation can be rated again at a later point.

ITA Test

The ITA Test, developed by Smith, Meyers and Burkhalter, is a combination of the format used for the TEACH Test and the scoring rubric used for the TSE/SPEAK test. Examinees give a five-minute presentation to a panel of raters. The presentation is based on one to two pages of written information from the international TA's area of academic study. At the end of the presentation the panelists have five minutes to ask questions. The panelists then rate the examinee. The rating scale is divided into four areas: (1) presentation language skills; (2) teaching skills; (3) interactive language skills; and (4) evaluator's overall impression. Passing scores (based on a 300-point scale) are determined by the institution using the exam.

Institutionally Developed Instruments

English Oral Proficiency Assessment (EOPA)

The EOPA was developed by the Texas Intensive English Program (TIEP) at the University of Texas at Austin. This instrument is similar in structure and criteria to the SPEAK test, but the content of the test is discipline-specific, and it includes several teaching situations. The test takes about 20 minutes to complete. Two ESL professionals from TIEP conduct and score the exam. The examinees receive their results within about ten minutes after completing the exam.

ITA Oral Exam

The ITA Oral Exam was developed at Washington University and is designed to test both language production and pedagogical skills. The exam consists of three sections: (1) a *warm-up* period used to exchange general information between the examinee and the rating panel; (2) a *ten-minute oral presentation* using discipline-specific material; and (3) a *question-and-answer session* based on the presentation. The exam is rated by a panel of four raters, one from the ESL program, two professors from the examinee's department and an individual chosen to represent a typical student in the examinee's area of instruction. The examinee is rated on a three-step scale, ranging from "unintelligible" to "minor pronunciation or pedagogical problems."

Oral Proficiency Test (OPT)

The Oral Proficiency Test was developed at The University of California at Los Angeles. The test is videotaped, usually lasts about 20 minutes and is scored on a scale of 0 to 4. The institution using the test determines what score is necessary to comply with its standards. Among the items tested are pronunciation and question-handling. This test is currently being revised for use at The University of California at Berkeley.

Material for these descriptions has been extracted from:

Alderson, C., Krahnke, K. & Stansfield, C. (Eds.). (1987). *Reviews of English language proficiency tests*. Washington, DC: Teachers of English to Speakers of Other Languages.

Smith, J., Meyers, C., & Burkhalter, A. (1992). *Communicate: Strategies for international teaching assistants*. Englewood Cliffs, NJ: Regents/Prentice Hall.

Additional References:

Monoson, P., & Thomas, C. (1993). Oral English proficiency policies for faculty in higher education. *The Review of Higher Education, 16*(2), 127-140.

Plakans, B., & Abraham, R. (1990). The testing and evaluation of international teaching assistants. In D. Douglas (Ed.), *English language testing in U.S. colleges and universities* (pp. 68-81). Washington, DC: National Association for Foreign Student Affairs.

Thomas, C., & Monoson, P. (1993). Oral English language proficiency of ITAs: Policy, implementation, and contributing factors. *Innovative Higher Education, 17*(3), 195-209.

Section 3

PREPARATION OF INTERNATIONAL TAS FOR THEIR TA ROLES AND RESPONSIBILITIES

How are programs designed to meet the needs of the international TA population? When does the training occur? What does the training focus on? In response to these questions, 35 out of the 48 programs described in Section 1 set forth the following model: the program starts with an orientation prior to the beginning of the academic year and continues, to varying degrees, throughout the academic year (Table 3). Nevertheless, orientations vary in length of training, structure, content, teaching methods, and staffing. For example, some universities offer 3-5 week summer programs for prospective international TAs. Others integrate international TAs into a general orientation for all newly-appointed TAs immediately prior to the beginning of fall term. This general orientation occurs either alone or in conjunction with discipline-specific training at the departmental level.

During the academic year many programs offer follow-up activities for those international TAs who have not passed the university's language proficiency requirements, and who have not assumed classroom teaching responsibilities (34 programs). This follow-up frequently occurs in a course format and mainly focuses on enhancing international TAs' oral language proficiency as it relates to communicating within the international TA's discipline.

Finally, a large number of programs (56 percent) offer follow-up for those international TAs who have completed the language proficiency requirements and who hold teaching responsibilities. These services range from individualized instructional consultations and classroom observations to attendance of discipline-specific workshops and mentoring relationships with senior TAs.

Table 3

Preparation of International TAs for their TA Roles and Responsibilities

Institution	Pre-Academic Year	Academic Year	
		Pre-TA Appointment	Concurrent-with-TA Appointment
Arizona State University		▲ ITA Training Seminar *(semester-long)*	
Bowling Green State University		▲ Individual and Group Sessions	
Carnegie Mellon University		▲ ITA Skills Workshop *(8 weeks)*; ▲ Individual Tutoring; ▲ ESL Workshops	Instructional Consultations
Columbia University		▲ 3 Courses *(1 year)*	
Cornell University		ITA Training Program *(semester-long)*	Instructional Consultations
Drexel University	5-week Intensive Summer Program	▲ Oral Communication Courses *(1 term)*	Weekly Meetings; Observations
Florida State University	2-day University-wide TA Orientation	▲ Spoken English Courses	Instructional Consultations
George Mason University	1/2-day ITA Orientation	▲ Tutoring	
Harvard University	4-week Summer School Program; Teaching Orientations (before each term)		Individual Coaching; Videotaped Teaching Practice
Iowa State University		▲ Communication Skills Courses *(semester-long)*	Graduate TA Seminar
Johns Hopkins University		Classroom Communication Course *(semester-long)*	
Michigan State University	8-day ITA Fall Orientation	▲ TA English Course *(semester-long)*	

Note. Coursework that is offered to ITA candidates who have not fulfilled an institution's English language proficiency requirements is denoted by a triangle (▲). Coursework that is provided to ITAs who have completed the language proficiency requirements is left unmarked.

Table 3 does not distinguish between mandatory and optional coursework.

Table 3 (Continued)

Institution	Pre-Academic Year	Academic Year	
		Pre-TA Appointment	Concurrent-with-TA Appointment
Mississippi State University	Week-long International Component of TA Workshop	▲ Program *(semester-long)*	
New Mexico State University		ITA Course *(semester-long)*	Instructional Consultations
Ohio State University	Fall Orientation for TAs	▲ Classroom Communication Courses *(quarter-long)*; ▲ Pronunciation Tutoring; ▲ Conversation Partner Program	Workshops; Instructional Consultations; Departmental TA Training
Oklahoma State University	Orientation for all International Students;	▲ Classroom Communication Courses *(semester-long)*	
Portland State University	2-week Pre-Fall TA Workshop	Communication Skills Course *(semester-long)*	Work with Mentor Teacher *(throughout academic year)*
Purdue University		▲ English Language Course *(during summer and academic year)*; ▲ Intensive Tutoring	
State University of New York at Buffalo	Week-long TA Orientation	▲ ITA Course *(semester-long)*; ▲ Advanced Spoken English Courses *(semester-long)*	Discipline-specific Workshops
Syracuse University	5-day TA Summer Orientation	▲ Oral Communication Course	Professional Development Seminars *(throughout academic year)*; Instructional Consultations
Texas Tech University	3-week Summer Workshop		College Teaching Course *(semester-long)*
University of Arizona	2-day ITA Orientation	▲ English Proficiency Course *(5 weeks)*	Seminars; Workshops; Instructional Consultations

Table 3 (Continued)

Institution	Pre-Academic Year	Academic Year	
		Pre-TA Appointment	Concurrent-with-TA Appointment
University of California at Berkeley	TA Orientation Conference	▲ English Workshop *(semester-long)*; ▲ Tutorial Course *(semester-long)*	
University of Colorado at Boulder	1-day TA Intensive	▲ English Language Courses *(semester-long)*	Workshops; Microteaching; Instructional Consultations
University of Delaware	4-week August Program	▲ Fall Tutoring Program	
University of Georgia	1-day TA Workshop	▲ Classroom Communication Courses; College Teaching Course *(semester-long)*	TA Mentors; Workshops, Seminars
University of Houston	Departmental Week-long ITA Orientation Programs	▲ English Language Courses *(12 weeks)*	
University of Illinois at Chicago	12-hour ITA Orientation Program	▲ English Language Courses	
University of Illinois at Urbana-Champaign	1-week ITA Orientation	▲ Oral Communication Courses	Instructional Consultations
University of Kansas	4-week Accelerated Summer English Program; 1-day Fall TA Workshop	▲ Classroom Communication Courses	
University of Michigan	3-week ITA Workshop *(offered twice a year)*	▲ ITA Courses	College Teaching Course; Seminar; Practicum; Instructional Consultations; ▲ Speaking Clinic
University of Minnesota	3-week ITA Orientation Program	▲ Classroom Communication Skills Courses *(quarter-long)*	▲ In-class Observation and Tutorial Course *(quarter-long)*

Table 3 (Continued)

Institution	Pre-Academic Year	Academic Year	
		Pre-TA Appointment	Concurrent-with-TA Appointment
University of Missouri - Columbia	1-week Summer Teaching Program; 1-day TA Workshop	ITA Support Workshop *(semester-long)*; ▲ Course in Spoken English	Undergraduate Brochures; Early Feedback Forms; Observations
University of Missouri - St. Louis	Week-long Workshop	Orientation Course *(semester-long)*	
University of Nebraska - Lincoln	3-week Institute for ITAs *(July and August)*		Observation and Feedback; Instructional Consultations
University of Nevada, Reno	4-day TA Orientation		Student Feedback Sessions; Instructional Consultations; TA and ITA Seminars
University of North Carolina at Charlotte	Day-long ITA Orientation	ITA Support Workshop *(semester-long)*	ITA Support Workshop *(semester-long)*
University of North Texas		▲ Language Skills and Effective Teaching Course *(12 weeks)*	
University of Pennsylvania	Summer Program	English Language and Classroom Communication Skills Courses	
University of Pittsburgh	University-wide TA Orientation	▲ Language Proficiency Courses *(13 weeks)*	Departmental, School or College TA Training Programs and Courses; Workshops; Instructional Consultations

Table 3 (Continued)

Institution	Pre-Academic Year	Academic Year	
		Pre-TA Appointment	Concurrent-with-TA Appointment
University of Southern California	3-week ITA Summer Workshop; ▲ One-week Intensive English Language Training; or 1-week TA Training Program; or 1-week New International Student Orientation; Departmental and School TA Training Programs		Departmental and School TA Training Programs
University of Texas at Austin	3-half-day ITA Orientation *(offered 5 times a year)*		▲ ITA Course *(semester-long)*
University of Utah	2-week ITA Workshop	▲ English Language Courses; International Buddy Program	
University of Virginia	Day-long TA Workshop *(offered twice a year)*	▲ Classroom Communication Course	▲ Classroom Communication Course
University of Washington	Week-long ITA Workshop; 1/2-day University-wide TA Orientation; Departmental TA Training Activities	▲ Classroom Communication Course *(quarter-long)*	▲ Language Tutorials; Instructional Consultations; Workshops; Departmental TA Training Programs
Virginia Polytechnic Institute and State University	3-day GTA Workshop *(prior to fall semester)*	▲ Oral Communication Course *(semester-long)*	Mid-year Seminar Series
Washington University		▲ Oral Communication Courses *(semester-long)*	
Wayne State University	1-day TA Workshop *(August)*	▲ Oral Communication Courses *(semester-long)*	

Section 4

ADMINISTRATION, FUNDING AND STAFFING OF ITA PROGRAMS

As institutions have initiated and developed programs to assist international graduate students in fulfilling their teaching roles in higher education, a number of issues need to be considered:

- Who provides the training?
- If more than one provider is involved, what is the relationship among them?
- How is the program funded?
- How is the program staffed?

Answers to questions like these vary depending on the university's policy on the employment of nonnative speakers of English, the nature of the university, and the roles and responsibilities of TAs within the university. This section intends to highlight how institutions have addressed some of these issues (Table 4).

Many of the ITA programs described in Section 1 have been established within the last ten years. More specifically, 20 institutions (43 percent) have started training programs between 1978 and 1985. During 1986 to 1992, 26 programs (57 percent) have been initiated. These programs range widely in the areas of administration, funding, and staffing. Programs for international TAs are administered and staffed by the following units: the university's intensive English program or English as a Second Language (ESL) program (23 institutions); offices of instructional development (8 institutions); the Graduate School (4 institutions); and ESL programs in conjunction with another unit of the university such as offices of instructional development (7 institutions), individual departments, and the Graduate School. Figure 1 shows who provides the training for international TAs.

Funding in the ITA programs described in Section 1 occurs in various ways. Thirteen programs receive funding from the Graduate School. In seven cases, the Office of the Vice President for Academic Affairs covers the cost of the training. Six programs are funded at the college-level, and the remaining programs receive funding from other units of the university such as the Office of the Provost and ESL programs (Figure 2).

Figure 1

ITA Program Administration and Staffing

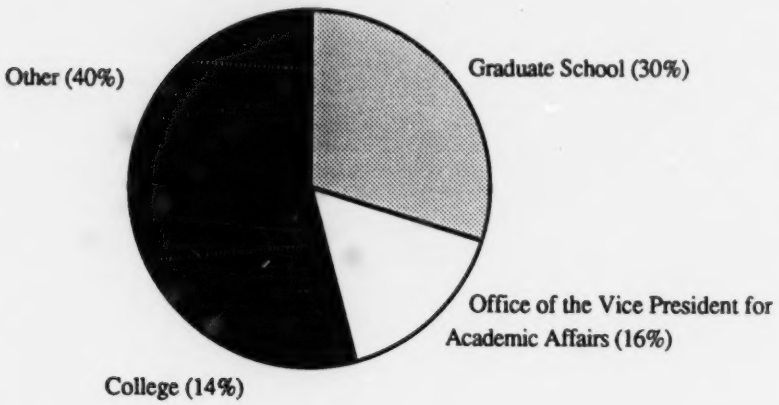

Figure 2

ITA Program Funding

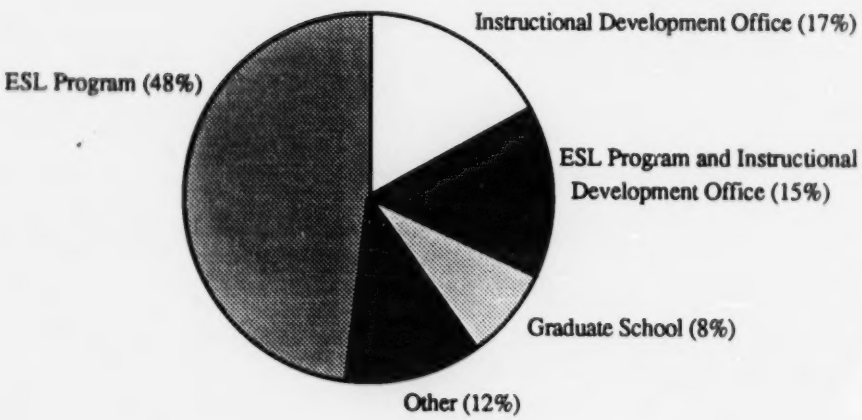

Table 4

Administration, Funding and Staffing of ITA Programs

Institution	Initiation	Administration	Funding	Staffing
Arizona State University	1981	American Language and Culture Program, College of Extended Education	University	1/2-time Coordinator, ITA Program; 2 faculty positions
Bowling Green State University	1986	Oral Proficiency Program (OPP), Department of Communication Disorders (CDIS)	Graduate College	Director, OPP; graduate assistant; graduate and undergraduate majors, CDIS
Carnegie Mellon University	1986	English as a Second Language (ESL) Center	ESL Center and University Administration	full-time Director, ESL Center; 3 part-time instructors, graduate and undergraduate tutors
Columbia University	1985	American Language Program	Graduate School	Coordinator, ITA Program; instructors, American Language Program
Cornell University	1980	Office of Instructional Support	Provost's Office	full-time Director/instructor, ITA Training Program; fall-term instructor
Drexel University	1980	English Language Center	Provost's Office *(summer program)*, College of Arts and Sciences *(academic-year program)*	Coordinator, International Teacher Preparation Program; instructors, English Language Center
Florida State University	1990	Program for Instructional Excellence (PIE)	Academic Affairs	Director, PIE; full-time administrative assistant; 2 part-time graduate assistants
George Mason University	1988	English Language Institute (ELI)	Graduate School	Director, ELI; Faculty, ELI
Harvard University	1981	Derek Bok Center for Teaching and Learning		Coordinator, International Faculty and Teaching Fellows
Iowa State University	1984	Graduate College		

Table 4 (Continued)

Institution	Initiation	Administration	Funding	Staffing
Johns Hopkins University	1989	Language Teaching Center, School of Arts and Sciences		Instructor
Michigan State University	1986	English Language Center (ELC)	Provost's Office, Graduate School and ELC	full-time Coordinator, ITA Program; 4 graduate assistants
Mississippi State University		Graduate School	Graduate School	Director, TA Workshop; faculty, administrators, graduate students volunteer time
New Mexico State University	1985	Communication Studies Department	Executive Vice President	Academic Coordinator, ITA Training Course
Ohio State University	1986	English as a Second Language (ESL) Programs, College of Education	College of Education	Director, Spoken English Program; 3 administrators and instructors; 6 part-time instructors; 3 TAs, Dept. of Speech and Hearing Science
Oklahoma State University	1991	Dept. of English	Graduate College	Director, ITA Orientation and Training; faculty, Dept. of English; 2 research assistants
Portland State University	1990	English as a Second Language (ESL) Program, Department of Applied Linguistics	ESL Program	Coordinator, ITA Program
Purdue University	1987	English as a Second Language (ESL) Program, Department of English	Executive Vice President for Academic Affairs	Director, Oral Proficiency Program; graduate teaching assistants, Depts. of English, Curriculum and Instruction, Audiology, Speech Sciences
State University of New York at Buffalo	1978	English as a Second Language Program (ESLP), Intensive English Language Institute	Graduate School of Education	Assistant Director, ESLP; Full-time Coordinator, 1-2 part-time instructors, ESLP

Table 4 (Continued)

Institution	Initiation	Administration	Funding	Staffing
Syracuse University	1987	English to Speakers of Other Languages (ESOL) and TA Program of the Graduate School	Graduate School	Acting Dean, Graduate School; Assistant to Dean; graduate teaching consultant; faculty, ESOL
Texas Tech University	1980		Institutional Funds	Director, ITA Program; faculty, Dept. of Classical and Modern Languages and Literature
University of Arizona	1985	Center for English as a Second Language (CESL)	Graduate College	Coordinator, ITA Testing
University of California at Berkeley	1988	College Writing Programs, College of Letters and Science	Graduate Division's GSI Teaching and Resource Center	part-time Testing Coordinator, IGSI Program; 1-2 part-time lecturers
University of Colorado at Boulder	1984	Graduate School	Graduate School, Academic Affairs, Chancellor	staff, Graduate Teacher Program; staff, Scholar Services
University of Delaware	1985	English Language Institute (ELI)	Office of Provost	Director, ELI; full-time instructors, ELI
University of Georgia	1987	Office of Instructional Development and American Language Program	Vice President for Academic Affairs	Coordinator, Graduate Teaching Assistant Support
University of Houston	1986	Language and Culture Center (LCC), Department of English	College of Humanities, Fine Arts and Communication	Director, LCC; instructors, LCC
University of Illinois at Chicago	1987	Department of Linguistics and Tutorium in Intensive English	Graduate College	Lecturers, Department of Linguistics; instructor, Tutorium in Intensive English
University of Illinois at Urbana-Champaign	1987	Office of Instructional Resources (OIR) and Division of English as an International Language (DEIL)	Office of Vice Chancellor for Academic Affairs	2 staff members with joint appointments, OIR and DEIL; half-time staff members, DEIL

Table 4 (Continued)

Institution	Initiation	Administration	Funding	Staffing
University of Kansas	1985	Applied English Center (AEC)	Office of Vice Chancellor for Academic Affairs	Testing Specialist, AEC; full- and part-time faculty, AEC
University of Michigan	1985	English Language Institute (ELI) and Center for Research on Learning and Teaching (CRLT)	Shared by Offices of Vice President for Academic Affairs, Dean of the College of Literature, Science and Arts, CRLT and ELI	Coordinator, ITA Training and Development; faculty, ELI and CRLT
University of Minnesota	1983	Minnesota English Center, Department of English as a Second Language	Office of Human Resources	full-time Coordinator, TA English Program; part-time administrative assistant; part-time instructors
University of Missouri - Columbia	1986	Program for Excellence in Teaching (PET)	Provost's Office	Director, PET; faculty development specialist, PET; full-time secretary
University of Missouri - St. Louis	1987	Graduate School	Vice Chancellor for Academic Affairs	part-time instructor
University of Nebraska - Lincoln	1988	Teaching and Learning Center (TLC)	Senior Vice Chancellor for Academic Affairs	instructional consultant, TLC; part-time language teacher
University of Nevada, Reno	1986	Graduate School Instructional Development Program (GSID)	Graduate School	full-time Director, GSID Program; 2 part-time training specialists
University of North Carolina at Charlotte	1989	English Language Training Institute (ELTI)	Graduate School	Coordinator, ITA Program; Assistant Coordinator, ITA Program
University of North Texas	1982	Intensive English Language Institute	Office of the Provost and Vice President for Academic Affairs and Intensive English Language Institute	Coordinator, ITA Training program; 3-5 workshop leaders
University of Pennsylvania	1983	English Language Programs (ELP)	School of Arts and Sciences	Assistant Director, ELP; staff, ELP

Table 4 (Continued)

Institution	Initiation	Administration	Funding	Staffing
University of Pittsburgh	1978	English Language Institute (ELI) and Office of Faculty Development (OFD)		instructors, ELI; staff, OFD
University of Southern California		American Language Institute (ALI) and Center for Excellence in Teaching	Graduate School	staff, ALI; staff, Center for Excellence in Teaching; departmental training
University of Texas at Austin	1989	Center for Teaching Effectiveness (CTE) and Intensive English Program	Vice President and Dean of Graduate Studies	3/4-time Coordinator, ITA Program; 3/4-time Assistant Coordinator, ITA Program; 1/2-time secretary
University of Utah	1991	English Language Institute (ELI)	Graduate School	instructors, ELI
University of Virginia	1991	Teaching Resource Center (TRC)	Dean's Office of the Faculty of Arts and Sciences	Director, TRC; part-time instructor
University of Washington	1984	Center for Instructional Development and Research (CIDR) and English as a Second Language (ESL) Programs	Provost's Office *(CIDR's ITA Program)* and Graduate School *(ESL Programs course)*	2 instructional development specialists, CIDR; 2 3/4-time language specialists, CIDR; graduate assistant, CIDR; full-time secretary; instructors, ESL Programs
Virginia Polytechnic Institute and State University	1986	English as a Second Language (ESL) Program	Graduate School	Director, ESL Program
Washington University	1988	English as a Second Language (ESL) Program		Director, ESL Program
Wayne State University	1984	English Language Institute (ELI), Department of English	Graduate School, and Colleges of Liberal Arts, Sciences and Engineering	Coordinator, ELI; staff, ELI

Conclusions

The foregoing discussion has tried to highlight the main themes that underline universities' efforts in the preparation of international graduate students for their TA roles. Although this collection of program descriptions is not comprehensive, we believe it to be representative of the varieties in program design. Nevertheless, the reader needs to consider that all programs are reflective of the university structure and thus are consistently modified to respond to changing needs.

Each program description clearly communicates and reinforces universities' increased commitment to enhance the quality of education for both undergraduate students and graduate TAs and to internationalize the campus community. In addition, these ITA program descriptions demonstrate that close collaboration among departments, administration, ESL programs, and instructional development units ensures the value and relevance of preparing international TAs for their immediate and future teaching roles, may they be in this country or abroad.

Section 5

CURRENT ISSUES IN INTERNATIONAL TA PREPARATION: RESOURCES

The goal of the following resource section is to highlight current publications and research studies that address issues related to preparing international graduate students for their roles as teaching assistants at U.S. universities. We have not included any publications, theses, and papers that have been described in the following resources: *The international teaching assistant: An annotated critical bibliography* by Briggs, S., et al., (1990); and *Crossing pedagogical oceans: International teaching assistants in U.S. undergraduate education* by Smith, R., et al., (1992). In an attempt to provide an overview of the most recent research, we have listed materials that have been published and/or presented between 1990 and March 1994. The reference section contains books, published articles, dissertations and conference papers.

The search for relevant research was conducted as follows:

(a) Review of publications that focus foremost on ITA issues (e.g., *Crossing pedagogical oceans: International teaching assistants in U.S. undergraduate education*, Smith R., et al, 1992; *The international teaching assistant: An annotated critical bibliography*, Briggs, S., et al., 1990);

(b) Review of articles on international TA issues published in the collected readings from the Third National Conference on the Training and Preparation of Teaching Assistants (Lewis, K., 1993, *The TA experience: Preparing for multiple roles*);

(c) Review of publications and journals on issues related to higher education, second language learning and teaching, and intercultural communication (e.g., *TESOL Quarterly*, *International Journal of Intercultural Relations*);

(d) Review of Dissertation Abstracts;

(e) Review of papers presented at '93/94 national conferences (e.g., TESOL conference); and

(f) ERIC search--the descriptors used were "international teaching assistant," "foreign teaching assistant," "non-native-English-speaking teaching assistant", "ITA," "FTA," "NNSTA," "language proficiency standards," and "language testing."

The bibliography consists of three main sections: (1) publications; (2) dissertations; and (3) conference presentations. The publications address the following facets of international TA preparation: (a) language proficiency; (b) teaching effectiveness; (c) ITA curricula/training; and (d) general print resources.

1. Aspects of Language Proficiency

(a) Language Testing

Brown, K. , Fishman, F., & Jones, N. (1991). Language proficiency legislation and the ITA. In J. Nyquist, R. Abbott, D. Wulff, & J. Sprague (Eds.), *Preparing the professoriate of tomorrow to teach: Selected readings in TA training* (pp. 393-403). Dubuque, IO: Kendall/Hunt.

Dunn, T. & Constantinides, J. (1991). Standardized test scores and placement of international teaching assistants. In J. Nyquist, R. Abbott, D. Wulff, & J. Sprague (Eds.), *Preparing the professoriate of tomorrow to teach: Selected readings in TA training* (pp. 413-419). Dubuque, IO: Kendall/Hunt.

Gallego, J., Goodwin, J., & Turner, J. (1991). ITA oral assessment: The examinee's perspective. In J. Nyquist, R. Abbott, D. Wulff, & J. Sprague (Eds.), *Preparing the professoriate of tomorrow to teach: Selected readings in TA training* (pp. 404-412). Dubuque, IO: Kendall/Hunt.

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Kelley, T. *A review of the literature on the training on international teaching assistants.* University of Oklahoma.

Rao, N. *The Oh No! Syndrome: Understanding the negative reactions of undergraduates toward foreign teaching assistants.* Michigan State University.

Appendix A

DIRECTORY OF ITA PROGRAMS BY UNIVERSITY

DIRECTORY OF ITA PROGRAMS BY UNIVERSITY

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Bowling Green State University	Oral Proficiency Program, Dept. of Communication Disorders	Marilyn Perlmutter	5
	ESL Program, English Dept.	Shirley Ostler	5
Carnegie Mellon University	ITA Training Program, The ESL Center	Peggy Heidish	7
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Florida State University	Program for Instructional Excellence Office of the Dean of Graduate Studies	Lavon Gappa	15
George Mason University	ITA Program, English Language Institute	Kathryn Trump	17
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Harvard University	Training for International Faculty and Teaching Fellows Derek Bok Center	Virginia Maurer	19
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Iowa State University	Teaching and Training of ITAs, Graduate College	Barbara Plakans	21
Johns Hopkins University	English Language Program for ITAs, Language Teaching Center	Doris Yaffe Shiffman	23
Michigan State University	ITA Program	William Rittenberg	25
	English Language Center	Susan Gass	25

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	TA Workshop, Office of the Graduate School	George S. Rent	27
New Mexico State University	ITA Training Course	Geraldine de Berly	29
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Oklahoma State University	ITA Orientation and Training, Dept. of English	Gene Halleck	33
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Purdue University	Oral English Proficiency Program, Dept. of English	Margie Berns	37
State University of New York at Buffalo	ITA Program, ESL Program, Intensive English Language Institute	Linda M. Silvestri	39
	University's TA Orientation, Office of Teaching Effectiveness	Norma E. Henderson	39
Syracuse University	TA Program - ITA Initiatives, Graduate School	Leo M. Lambert	41
Texas Tech University	ITA Program	Rosslyn M. Smith	43
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University of California at Berkeley	International Graduate Student Instructor Program College Writing Programs	Marilyn Seid-Rabinow	47
University of Colorado at Boulder	International Graduate Teacher Program, Graduate School	Laura L. B. Border	49
University of Delaware	ITA Training Program, English Language Institute	Scott G. Stevens	51
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University of Georgia	Graduate TA Support, Office of Instructional Development	Kathleen S. Smith	53
University of Houston	English for ITAs and Faculty Language and Culture Center, Dept. of English	Joseph O. Davidson	55
University of Illinois at Chicago	ITA Program, Dept. of English	Jessica Williams	57
University of Illinois at Urbana-Champaign	ITA Program, Office of Instructional Resources and Division of English as an International Language	Marne Helgesen	59
University of Kansas	Testing and Training of ITAs, Applied English Center	Christa Hansen	61
University of Michigan	ITA Training and Development Center for Research on Learning and Teaching and English Language Institute	Barbara Hofer	63
	English Language Institute Courses, English Language Institute	Carolyn Madden	63
University of Minnesota	TA English Program, Minnesota English Center, Dept. of ESL	Karin Smith	65
University of Missouri - Columbia	ITA Program, Program for Excellence in Teaching	Diane R. vom Saal	67
University of Missouri - St. Louis	ITA Program, Graduate School	Genevieve Lennon	69
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	English 102B, ESL Programs	William C. Harshbarger	91
Virginia Polytechnic Institute and State University	ESL/Graduate TA Training, Graduate School	Donald W. McKeon	93
Washington University	ITA Program, ESL Program	Wendy Hyman-Fite	95
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DIRECTORY OF ITA PROGRAMS BY CONTACT PERSON(S)

DIRECTORY OF ITA PROGRAMS BY CONTACT PERSON(S)

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COLORADO	University of Colorado *(Boulder)*	49
DELAWARE	University of Delaware *(Newark)*	51
FLORIDA*	Florida State University *(Tallahassee)*	15
GEORGIA*	University of Georgia *(Athens)*	53
ILLINOIS*	University of Illinois *(Chicago)*	57
	University of Illinois *(Urbana-Champaign)*	59
INDIANA	Purdue University *(West Lafayette)*	37
IOWA*	Iowa State University *(Ames)*	21
KANSAS*	University of Kansas *(Lawrence)*	61
MARYLAND	Johns Hopkins University *(Baltimore)*	23
MASSACHUSETTS	Harvard University *(Cambridge)*	19
MICHIGAN	Michigan State University *(E. Lansing)*	25
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	Wayne State University *(Detroit)*	97
MINNESOTA*	University of Minnesota *(Minneapolis)*	65
MISSISSPPI	Mississppi State University *(Mississippi State)*	27
MISSOURI*	University of Missouri *(Columbia)*	67
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NEBRASKA	University of Nebraska *(Lincoln)*	71
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Note. States with legislatures regarding English language proficiency are denoted by an asterisk (*).

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NEW YORK	Columbia University *(New York)*	9
	Cornell University *(Ithaca)*	11
	State University of New York *(Buffalo)*	39
	Syracuse University *(Syracuse)*	41
NORTH CAROLINA	University of North Carolina *(Charlotte)*	75
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PENNSYLVANIA*	Carnegie Mellon University *(Pittsburgh)*	7
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TEXAS*	Texas Tech University *(Lubbock)*	43
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WASHINGTON	University of Washington *(Seattle)*	91

Current Approaches to International TA Preparation in Higher Education:

A Collection of Program Descriptions

This collection of 48 programs for international TAs at U.S. institutions offers you:

- informative descriptions of the variety of existing program formats
- an overview of program features such as language proficiency assessment, acculturation, teaching effectiveness, administration, funding and staffing
- access to the professional expertise of colleagues engaged in international TA preparation
- ideas for further enhancement of both well-established and newly implemented programs
- a framework for reflecting on issues involved in international TA preparation
- directories organized by institution, name of contact person and state to facilitate networking among individuals working with international TAs

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